Kentucky Council on Postsecondary Education

MEETING AGENDA

Friday, April 27, 2018
University of Louisville, University Club, Ballroom ABC

Members, Council on Postsecondary Education

Ronald C. Beal, Bowling Green
Ben Brandstetter, Hebron *(vice chair)*
Joe E. Ellis, Benton
Kimberly Halbauer, Ft. Thomas
Laura R. Hopper, Cadiz
Lucas Mentzer, Lexington
Donna Moore, Lexington
Kristi Nelson, Union
Vidya Ravichandran, Louisville

Shawn Reynolds, Almo
Robert H. Staat, UofL *(faculty member)*
Sebastian Torres, NKU *(student member)*
Carol Wright, Tyner
Sherrill B. Zimmerman, Prospect *(chair)*
VACANT POSITION
Wayne Lewis, Interim Commissioner of Education
(ex officio, nonvoting)

Robert L. King, CPE President

AGENDA
Council on Postsecondary Education
Friday, April 27, 2018
9:00 AM
University of Louisville, University Club, Ballroom ABC

    Next meetings: June 21-22, 2018 - Midway University and CPE Offices

MINUTES
Council on Postsecondary Education Retreat
February 1, 2018

The Council on Postsecondary Education met in a retreat Thursday, February 1, 2018 at UK Center for Innovation in Lexington, Kentucky. The retreat began at 9:00 a.m. ET and concluded at 8:30 p.m. ET. Chair Sherrill Zimmerman presided.

WELCOME &
ROLL CALL

Chair Zimmerman called the meeting to order and welcomed everyone.

The following members were present: Ronald C. Beal, Benjamin Brandstetter, Kimberly Halbauer, Lucas Mentzer, Donna Moore, Kristi Nelson, Joe Papalia, Vidya Ravichandran, Shawn Reynolds, Robert H. Staat, Sebastian Torres, Carol Wright, and Sherrill Zimmerman. Joe Ellis and Dan Flanagan did not attend. Commissioner Stephen Pruitt attend an afternoon portion of the meeting.

DISCUSSION
TOPICS

An agenda was distributed for the retreat but no action was taken. The meeting included the following discussions:

- Making the Most of Your Board Experience – guest speaker, Aims McGuinness, senior fellow with the National Center For Higher Education Management Systems (NCHEMS), and primary consultant in the development of HB 1 (1997), Kentucky's Postsecondary Education Improvement Act.
- Performance Funding 101 – CPE Vice President Bill Payne
- Navigating the Path to Postsecondary Education for K-12 Students – guest speaker, Stephen Pruitt, KY's Commissioner for Education
- Navigating the Path from Postsecondary Education to Career – guest panel: Beth Davisson, Executive Director of The Workforce Center at the Kentucky Chamber of Commerce, Dr. Jay Box, President of the Kentucky Community & Technical College System, and Sue Ott Rowlands, Provost and Executive Vice President for Academic Affairs at Northern Kentucky University.
- Closing Discussion – Council reflected on the day's sessions and identified key issues for additional consideration and review in 2018.

Following the retreat, the Council met for dinner at JW's Steakhouse in Lexington.

ADJOURNMENT

The retreat adjourned at 8:30 p.m. ET.

_____   _____
Robert L. King   Heather M. Faesy
CPE President   Associate, Board Relations & Special
                                                                    Projects

MINUTES

Joint Meeting between Council on Postsecondary Education, Public
Institutional Presidents, and Board of Student Body Presidents
February 2, 2018

The Council on Postsecondary Education met in a joint meeting with the Public Institutional Presidents and the Board of Student Body Presidents on Friday, February 2, 2018, at the Council Offices in Frankfort, Kentucky. The meeting began at 9:30 a.m. ET and concluded at 11:00 a.m. ET. Chair Sherrill Zimmerman presided.

ROLL CALL	The following Council members were present: Ronald C. Beal, Benjamin Brandstetter, Kim Halbauer, Lucas V. Mentzer, Donna Moore, Kristi Nelson, Vidya Ravichandran, Shawn Reynolds, Robert H. Staat, Sebastian Torres, Carol Wright, and Sherrill Zimmerman. Joe Ellis, Dan Flanagan, Joe Papalia, and Commissioner Stephen Pruitt did not attend.
	The following Institutional Presidents were present: Michael T. Benson (EKU), Jay K. Box (KCTCS), M. Christopher Brown (KSU), Timothy Caboni (WKU), Gary Cox (AIKCU), Robert O. Davies (MuSU), Greg Postel (UofL), and Gerard St. Amand (NKU). Angie Martin represented Eli Capilouto (UK). Jay Morgan (MoSU) did not attend.
	The following Board of Student Body Presidents were present: Ben Childress (UK), Onaje Cunningham (KSU), Sami Dada (NKU), Andi Dahmer (WKU), Laura Jackson (EKU), Gavin Posey (KCTCS), Ric Smith (KCTCS), Vishnu Tirumla (UofL), and Tori Wood (MuSU). Kirby Fitzpatrick (AIKCU) and Rachael Malone (MoSU) did not attend.
	CPE staff at the table were: Robert King and Aaron Thompson.
DISCUSSION TOPICS	An agenda was distributed for the joint meeting but no action was taken. Discussion topics included advocacy for postsecondary education, college affordability and the perceived value of higher education, and methods to increase enrollment on the campuses and decrease the barriers many students encounter before the application process.
ADJOURNMENT	The meeting adjourned at 11:00 a.m. ET.

_____   _____
Robert L. King   Heather M. Faesy
CPE President   Associate, Board Relations & Special
                                                                     Projects

Minutes
Council on Postsecondary Education
February 2, 2018

The Council on Postsecondary Education met Friday, February 2, 2018, at 11:00 a.m., ET, at the Council offices in Frankfort, Kentucky. Chair Sherrill Zimmerman presided.

WELCOME AND ROLL CALL	Chair Zimmerman called the meeting to order and welcomed everyone.
	The following members were present: Ronald C. Beal, Benjamin Brandstetter, Kimberly Halbauer, Lucas Mentzer, Donna Moore, Kristi Nelson, Vidya Ravichandran, Shawn Reynolds, Robert H. Staat, Sebastian Torres, Carol Wright, and Sherrill Zimmerman. Joe Ellis, Dan Flanagan, Joe Papalia, and Commissioner Stephen Pruitt did not attend.
APPROVAL OF MINUTES	The minutes of the November 2-3, 2017 meetings were approved as distributed.
RESOLUTIONS	The Council adopted resolutions honoring the following individuals for their dedication and service to the Council and the Commonwealth of Kentucky: • Carl Rollins, Kentucky Higher Education Assistance Authority • Sue Hodges Moore, Northern Kentucky University • Karen Sue Cain, Council on Postsecondary Education • Maryanne H. Elliott, Council on Postsecondary Education
STRONGER BY DEGREES: NORTHERN KENTUCKY UNIVERSITY ANNUAL REPORT	Dr. Gerard St. Amand, interim president of Northern Kentucky University, delivered NKU's annual Stronger By Degrees presentation with Dr. Sue Hodges-Moore, Senior Vice President for Administration and Finance, Dr. Sue Rowlands, provost and executive vice president for academic affairs, and Mr. Shawn Rainey, executive director for Planning and Institutional Research. The presentation focused on baseline data, targets to be met by the end of the strategic plan, and strategies being implemented to meet those targets. During the presentation, Dr. St. Amand answered questions regarding NKU's progress with underprepared students, programs in place to meet targets set by the university, NKU's corequisite policy, and NKU's financial aid policies and the unmet financial needs of its students.

STRONGER BY DEGREES: KENTUCKY STATE UNIVERSITY ANNUAL REPORT	Dr. Michael Christopher Brown, president of Kentucky State University, delivered KSU's annual Stronger By Degrees presentation, which focused on baseline data, targets to be met by the end of the strategic plan, and strategies being implemented to meet those targets. During the presentation, Dr. Brown answered questions regarding his vision for KSU and how the university is increasing enrollment and graduation rates.

2017 REPORT OF THE KSU MANAGEMENT IMPROVEMENT PLAN	The 2016-18 budget bill, HB 303, required Kentucky State University to submit to the Interim Joint Committee on Appropriations and Revenue:

> "[A] four-year management improvement plan with annual goals and measurable metrics to meet those goals. Due by December 1, 2016, the management and improvement plan and all goals shall include performance standards established in consultation with the Council on Postsecondary Education, and shall be subject to the approval of the Council."

The legislation also required KSU to provide an update on the institution's progress toward achieving the goals and performance standards identified in the management and improvement plan by December 1 each year.

KSU President Brown presented KSU's first annual update to the Council of the KSU Management Improvement Plan and answered questions regarding the university's continuing efforts to improve the institution's effectiveness and efficiency.

APPROVAL OF 2018-19 TUITION SETTING TIMELINE AND TUITION AND MANDATORY FEE POLICY	Mr. Bill Payne, CPE's vice president for finance and administration, and Mr. Shaun McKiernan, CPE's senior associate for finance and administration, presented the 2018-19 Tuition Setting Timeline, the Tuition and Mandatory Fee Policy, and the Asset Preservation Fee Exception Policy for approval. All three documents were developed in consultation with, and endorsed by, the members of the Tuition

Development Work Group. If approved, the documents would guide the formation of a tuition and mandatory fee ceiling recommendation and facilitate submission and assessment of campus proposed tuition and fee rate schedules for academic year 2018-19. Tuition and Development Work Group members endorsed the policies as presented.

MOTION: Mr. Sebastian Torres moved that the Council approve the 2018-19 Tuition Setting Timeline, the Tuition and Mandatory Fee Policy, and the Asset Preservation Fee Exception Policy as presented. Mr. Ben Brandstetter seconded the motion.

VOTE: The motion passed unanimously.

INTERIM CAPITAL PROJECT – KCTCS

Dr. Payne and Mr. McKiernan presented the staff recommendation to approve KCTCS's request for the Hopkinsville Community College Training Lab Addition and Renovation, which would be funded with a combination of Kentucky Work Ready Skills Initiative funds ($2.4 million) and agency restricted funds ($0.3 million).

The project was approved by the KCTCS Board of Regents on September 15, 2017, and would be funded with $2,353,554 from the Kentucky Work Ready Skills Initiative, which is funded by the $100 million Workforce Development Construction Pool included in the 2016-18 Budget of the Commonwealth. The remaining $321,180 for the project would come from KCTCS agency restricted funds (12% of the total cost). Because agency restricted funds comprise less than 15% of the project total, the addition of agency restricted funds is permissible by state law.

The project would be used to renovate Hopkinsville Community College's welding facility and construct a 9,000 square foot addition to the facility for training labs. The design and construction of this project would be pursued through the Finance and Administration Cabinet. KCTCS officials estimate that the project would be completed by June 2019.KCTCS submitted this project in partnership with the Christian County Public Schools and it was funded in the second round of Work Ready Skills Initiative awards.

MOTION: Mr. Reynolds moved the Council approve KCTCS's request for the Hopkinsville Community College Training Lab Addition and Renovation as presented. Ms. Nelson seconded the motion.

VOTE: The motion passed unanimously.

APPROVAL OF CAMPUS DIVERSITY, EQUITY & INCLUSION

At its September 23, 2016 meeting, the Council approved the 2016-20 Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion. After that, Council staff worked with institutions to develop their campus-level plans, which identify strategies for achieving the goals of the plan and assessing strategy effectiveness. The campus plans for 4 universities and the all sixteen KCTCS campuses were presented for approval at the November, 2017 meeting; however due to several concerns from Council members regarding the targets set on the metrics, no motion was made.

Ms. Caroline Atkins, senior associate for academic affairs, and Dr. Aaron Thompson, executive vice president and chief academic officer, presented the plans for each of Kentucky's public college and university. Dr. Thompson stated that since the Council expressed disappointment in the targets set by the campuses in November, CPE staff worked with the president's offices to renegotiate more appropriate and challenging targets. Council member Kim Halbauer stated she felt the targets were still not challenging enough and that the Council and state should expect more of its institutions. Campus presidents that were present gave explanation on the targets set for their campuses and the challenges they face in order to have greater success within the time frame of the plan.

MOTION: Dr. Staat moved that the Council approve the diversity plans as presented for Kentucky's research, comprehensive, and KCTCS campuses. Ms. Moore seconded the motion.

VOTE: In a roll call vote, the motion passed 9-2. Council members voting nay were Kim Halbauer and Ron Beal.

CPE PRESIDENT'S REPORT TO THE COUNCIL	A written report from President King was provided in the agenda book. President King remarked on several topics including the 2018 Student Success Summit, RFA process presently taking place with Kentucky Adult Education, and CPE staff accomplishments.
KENTUCKY COMMISSIONER OF EDUCATION REPORT	Commissioner Stephen Pruitt provided a written report in the agenda book.
PROJECT GRADUATE UPDATE	Ms. Sue Patrick, CPE's executive director of communications, presented an update on Project Graduate, an adult learner completion program that seeks to recruit and graduate former students with 80+ credit hours toward a bachelor's degree. Launched in 2007, the Project Graduate model includes a statewide brand that all campuses use; student outreach materials; and campus staff who provide adult-friendly services and incentives, which vary by campus. Application fee waivers, academic advising, credit for prior learning and military service, and a one-stop area and single point of contact for assistance are a few examples. The Council's role is to serve as a convener, and to develop and deploy marketing and media promotions, as well as data analysis to track the progress.

The following individuals provided background information and additional information on how the program has helped their campus and/or individual experience:
- Lisa Cox, EKU's Director of Student Outreach and Transition
- Alesia Miller, recent EKU graduate
- Mike Shanks, UK's Associate Registrar for the Degree Audit Office
- Joseph Best, recent UK graduate

Council members thanked the guests for their story and congratulated the graduates on their achievements.

FINANCIAL LITERACY ON KENTUCKY'S COLLEGE AND UNIVERSITY CAMPUSES	Ms. Lee Nimocks, CPE's vice president for policy, planning, and external relations, provided the Council with CPE's recent report, Financial Literacy Efforts at Kentucky's Public Colleges and Universities: Addressing Student Debt and Improving Affordability.

Improving the financial literacy of students and families is one of the strategies of Objective 5 of the 2016-21 Statewide Strategic Agenda. CPE staff began meeting with the financial aid directors of each public institution last summer, to discuss the current strategies taking place on Kentucky campuses to educate prospective and current students about college cost, student loans/debt, and financial aid. The report was an outcome of those meetings, and details the efforts taking place.

Tiffany Jackson, executive director of the University's new Financial Wellness Center, and Doug Cleary, Director of Financial Aid at KCTCS provided additional information on their efforts to provide students with the tools and support they need to build a strong foundation for their financial future.

Following all discussions, Mr. Brandstetter proposed and read aloud the following resolution:

> WHEREAS, education beyond high school strengthens state and regional economies, ensures a stronger workforce, and improves economic opportunity for all citizens; and

> WHEREAS, according to a report from Gallup, "young adults cite college costs as their top financial problem, and paying for college tops the financial concerns of U.S. parents who have children younger than eighteen"; and

> WHEREAS, a strong foundation in financial literacy, or understanding how money is made, spent, and saved in order to make informed decisions, is particularly important during the transition to and through college; and

WHEREAS, comprehensive, transparent information about college costs, financial aid, and student loans communicated regularly to students while in college can encourage them to borrow responsibly, finish a degree, and transition to a meaningful career; and

WHEREAS, several Kentucky universities have introduced or are exploring the use of annual loan letters to help provide clear information to students and families about cumulative debt, potential total payout, and potential monthly payments; and

WHEREAS, in recent years all of Kentucky's colleges and universities, in partnership with the federal government, state, and private organizations, have expanded financial literacy programs and introduced tools to provide students and families with clearer information about college costs and student debt;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education commends the campuses for the work that has been done to improve the financial literacy levels of Kentucky's college students; however, the Council urges campus leaders to implement a financial literacy program at their campus that provides a concise snapshot of students' cumulative debt, potential total payout, and potential monthly payments. The attached template may be used to communicate this information so that this can be in place for the term beginning in January of 2019.

MOTION: Mr. Brandstetter moved that the Council approve the resolution as presented. Mr. Torres seconded the motion.

VOTE: The motion passed unanimously.

LEGISLATIVE
UPDATE

Mr. Ron Carson, CPE's legislative liaison and senior fellow, presented an update on the beginning of the 2018 Regular Legislative Session. He introduced the attending campus

legislative liaisons, provided the key dates of the 2018 session, and mentioned bills of interest to the Council that have been filed.

KYAE SKILLS U –
UPDATE ON RFA
PROCESS

On January 12, Kentucky Adult Education (KYAE) Skills U launched its Request for Application (RFA) for multiple-year adult education services grants. KYAE Skills U will be accepting applications from eligible applicants to develop, implement, and improve adult education activities within the state by establishing and/or operating programs to provide a comprehensive service model for adult education services, including programs that provide such activities concurrently for multiple fiscal years of July 1, 2018-June 30, 2021.

A written report of the activities thus far on the process was provided in the agenda book.

REPORTS FROM
INSTITUTIONS

Reports from the institutions were provided in the agenda book.

CPE NOMINATING
COMMITTEE
REPORT AND
ELECTION OF THE
2018 CPE CHAIR
AND VICE CHAIR

The Nominating Committee met on February 1, 2018 to discuss and recommend members to serve as chair and vice chair of the CPE for a one-year term from February 2018 through January 2019. The chair shall serve as the convener of all Council meetings and as the central voice of the Council. In the absence of the chair, or in the event the chair is unable to perform, the vice chair shall perform the duties of the chair. In the event the chair resigns and the vice chair assumes the duties of the chair, the Council may select a vice chair to complete the unexpired term of the vice chair. The chair and vice chair are limited to three consecutive one-year terms.

Ms. Donna Moore, chair of the Nominating Committee, presented the committee's recommendations.

MOTION: Ms. Wright accepted the committee's recommendations and moved that Sherrill Zimmerman continue to serve as the chair of the Council on Postsecondary Education and Ben Brandstetter

as vice chair, with terms extended through January 31, 2019. Mr. Beal seconded the motion.

VOTE: The motion passed.

OTHER BUSINESS   Chair Zimmerman thanked the members for attending the retreat on February 1, and stated that follow up on the priorities discussed would be forthcoming.

Chair Zimmerman appointed Lucas Mentzer to The Kentucky Authority for Educational Television, which is the governing body for KET, with a term expiring November 30, 2021. KRS 168.040 states that of the nine members on the board, two members are elected by the Council on Postsecondary Education, and Mr. Mentzer will serve as the representative of the state universities.

ADJOURNMENT   The next Council meetings will be held April 26-27, 2018 at the University of Louisville. The meeting adjourned at 3:00 p.m., ET.

_____   _____
Robert L. King   Heather M. Faesy
President   Associate, Board Relations & Special
                                            Projects

2018-19 Tuition and Mandatory Fee Recommendation

The Tuition Development Work Group (TDWG) met five times between December 2017 and April 2018 for the purpose of developing a 2018-19 tuition and fee recommendation to bring before the full Council at its April 27 meeting. The last two meetings of the work group took place on April 19 and April 26. At those meetings TDWG members could not reach consensus on an approach for the upcoming tuition cycle. Specifically, some members were in favor of setting a one-year ceiling for academic year 2018-19 and others supported setting ceilings for the next two years. Some ideas were discussed regarding the magnitude of tuition increases, but again no consensus was reached.

It is anticipated that tuition ceilings for 2018-19 and 2019-20 will be discussed by the full Council at the April 27 meeting and a set of parameters will be adopted. An agenda item reflecting any actions by the Council will be written and posted following the meeting.

Council on Postsecondary Education
April 27, 2018

2018 Stronger by Degrees Progress Report

ACTION: The Council staff recommends the Council on Postsecondary Education adopt the 2018 Stronger by Degrees Progress Report.

In 2016, the Council adopted the statewide strategic agenda, "Stronger by Degrees: A Plan to Create a More Educated and Prosperous Kentucky." The agenda includes a set of key performance metrics, with 2020-21 targets for the state and institutions.

This Progress Report offers a detailed look at statewide and institutional performance on these metrics since their adoption. The report includes baseline year data for most of the metrics, and at least two years of trend data. It also includes 2016-17 data for all but a few metrics, which is the most recent year available.

This Progress Report differs in a few respects from previous reports. First, both state and institutional performance is included to give a more complete picture of where we are and are not making progress. Second, at the beginning of each policy area (Opportunity, Success, and Impact), a one-page narrative describes the major activities CPE is leading to advance related objectives. Third, a technical definition for each metric is provided, as well as highlights to examine state and national trends or other key data. Finally, the report includes the diversity metrics used to determine an institution's eligibility for new academic programs and an overview of the new performance funding model and related metrics.

Based on this report, Kentucky is on track to reach our 60x30 educational attainment goal. Highlights include:

- In 2016-17, undergraduate degree and credential production increased 7.4% over the prior year.
    - Associate degrees increased 3%.
    - Bachelor's degrees increased 2%.
    - Minority bachelor's degrees increased 8%.
    - STEM+H bachelor's degrees increased 5%.
    - Short-term certificates increased 16%.
    - Master's, professional and doctoral degrees increased 3%.
    - High school equivalent diplomas (GEDs) increased 7%.

- Graduation and retention rates continue to increase, but at a slower rate.

- Kentucky Adult Education Skills U awarded 3,299 high school equivalency diplomas in 2016-17, a 7% increase over the prior year.

- Kentucky public institutions remain competitive with SREB states on average net price (out-of-pocket costs). Average net price at Kentucky comprehensive universities has remained essentially unchanged since 2012-13.

- State funding per full-time student fell to $5,848 in 2016-17 and has declined 35% since 2007-08, the start of the recession.

- Currently, about 1.2 million working-age Kentuckians do not have a college degree. Enrolling more of these students will be challenging, as the percentage of adult students has fallen from 4% in fall 2013 to 3% in fall 2016.

Council staff will post the report on the website upon approval and will continue to develop interactive dashboards for each of the metrics to complement the report.

PROGRESS AT KENTUCKY POSTSECONDARY AND ADULT EDUCATION INSTITUTIONS

COMPARISON OF ACADEMIC YEARS 2015-16 & 2016-17

↑ **16%** KCTCS
Short-Term Certificates

↑ **3%** KCTCS
Associate Degrees

↑ **2%** Public and AIKCU Universities
Bachelor's Degrees

↑ **8%** Public and AIKCU Universities
Bachelor's Degrees Earned by Minorities

↑ **5%** Public and AIKCU Universities
STEM+H Bachelor's Degrees

↑ **3%** Public and AIKCU Universities
Graduate Degrees

↑ **7%** KY Adult Education Skills U Centers
GED Attainment

↑ **6%** KY Adult Education Skills U Centers
GED Graduates Enrolling in College

CHALLENGES FOR OUR STATE

College-Going Rate of High School Graduates

Kentucky's in-state college-going rate fell for the second year to 53.5 percent. A decrease of high school graduates is expected, which will lower even further the number of graduates enrolling in college. The college-going rate must improve to meet an ever-increasing workforce demand for a postsecondary degree or credential.

Graduation Rates of Minority and Low-Income Students

While the overall graduate rates for public universities exceed 50 percent, the rates for minority and low-income students are significantly lower, at 37.4 percent and 37.1 percent, respectively. These students need to succeed to improve Kentucky's economic outlook, as well as address employers' growing needs for a more diverse workforce.

Returning Adults Enrolling in College

The enrollment rate of adults in college dropped again for the third year in a row. Kentucky needs to retain momentum in adult student enrollment. As the number of high school graduates is projected to decrease, it is vital that adults enroll in college for Kentucky to have a competitive, qualified workforce.

Kentucky Council on Postsecondary Education

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2018 PROGRESS REPORT HIGHLIGHTS

Making Progress

- Kentucky is on track to reach our 60x30 educational attainment goal. In 2016-17, the total number of undergraduate degrees and credentials increased 7.4% over the prior year. An average annual increase of 1.7% is needed.

  - KCTCS conferred 9,950 associate degrees in 2016-17, a 3% increase over 2015-16
  - Total bachelor's degrees grew by 2% to 23,189, with an 8% increase in degrees conferred to minority students and a 5% increase in STEM+H degrees.
  - Short-term certificates grew by 16%. This represents over 1,300 additional students who completed a short-term certificate at KCTCS.

- Total master's, professional, and doctoral degrees increased by nearly 3% to 10,639. While graduate degrees at public universities remained flat, independent institutions increased graduate degree production by 13%.

- Kentucky Adult Education awarded 3,299 high school equivalent diplomas (GED®s) in 2016-17, a 7% increase over the previous year. GED® graduates enrolling in postsecondary education increased 7 percentage points.

- Kentucky public institutions remain competitive with other SREB states on average net price (out-of-pocket costs), despite continued declines in net General Fund appropriations. Average net price at Kentucky comprehensive universities has remained essentially unchanged since 2012-13.

Holding Steady

- Graduation rates at Kentucky colleges and universities continue to increase, but at a slower rate.

  - The overall six-year graduation rate for public four-year institutions now exceeds 50%; however, rates for low-income and minority students are significantly lower at 37.1% and 37.4% respectively.
  - At KCTCS, the three-year graduation rate rose to 27.1%. The three-year graduation rate is 23.8% for low-income students and 17.2% for minority students.

- Unlike the graduation rate, which captures only first-time, full-time students who remain at their native institution, Kentucky's completion rate reflects the progress of all freshmen who complete a credential anywhere in Kentucky six years later.

  - The overall completion rate for Kentucky's public universities is 58.5%, four percentage points less than the national average.
  - The 40% completion rate for KCTCS is slightly higher than the national sector average of 39.3%.

- First-year to second-year retention has shown modest improvement, moving to 76.9% at public four-year institutions and 54% at KCTCS.

Challenges Ahead

- Kentucky's in-state college-going rate fell from 54% in 2015 to 53.5% in 2016, marking the second consecutive decline.

- Over the next few years, the number of high school graduates is projected to remain static, but by 2030, a 7% decrease in high school graduates is expected, which will hurt Kentucky's ability to reach the 60x30 goal. Enrolling and graduating a greater percentage of non-traditional adult students (25 and older) will be essential.

- Currently, about 1.2 million working-age Kentuckians do not have a college degree. Enrolling more of these students will be challenging, as the percentage of adult students enrolled has fallen from 4% in fall 2013 to 3 percent in fall 2016.

- State funding per full-time student fell to $5,848 in 2016-17 and has declined 35% since 2007-08, the start of the Great Recession.

Kentucky Council on
Postsecondary Education

PROGRESS REPORT

**Kentucky's Progress toward
Postsecondary & Adult Education
Strategic Agenda Goals**

April 2018

STRONGER
by degrees

About the Council on Postsecondary Education

The Council on Postsecondary Education is Kentucky's adult and higher education coordinating agency committed to strengthening our workforce, economy, and quality of life. We do this by guiding the continuous improvement and efficient operation of a high-quality, diverse, and accessible system of postsecondary education.

Key responsibilities include:

- developing and implementing a strategic agenda for postsecondary and adult education that includes measures of progress.
- producing and submitting a biennial budget request for adequate public funding of postsecondary education.
- determining tuition rates and admission criteria at public postsecondary institutions.
- collecting and distributing data about postsecondary education performance.
- ensuring the coordination and connectivity of technology among public institutions.
- administering adult education programs serving every county in Kentucky.
- licensing non-public postsecondary institutions to operate in the Commonwealth.

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From the President

In late 2016, the Council on Postsecondary Education approved a new strategic agenda for public postsecondary and adult education called "Stronger by Degrees: A Plan to Create a More Educated and Prosperous Kentucky" The agenda focuses on three major policy areas - Opportunity, Success, and Impact - and outlines statewide objectives and strategies the system will pursue to increase postsecondary participation, completion, and the impact of public colleges and universities on our workforce and economy. To make Kentucky more competitive on the national stage, this agenda advances a big goal - 60% of Kentuckians will have a postsecondary certificate or degree by the year 2030, up from 45% currently.

To enable the Council to track progress toward statewide goals, the agenda includes a set of key performance indicators or metrics. The Council staff worked with university and KCTCS leaders to develop performance targets for the 2020-21 academic year, which marks the end of this agenda. We required these targets to be aspirational yet realistic, and after several rounds of negotiation, we arrived at goals that will enable the system to produce enough graduates to meet workforce demands and narrow achievement gaps for underrepresented minority and low-income students.

This annual progress report, required by KRS 164.095, differs in a few respects from previous accountability reports. First, we include both state and institution-level data and targets to give a more complete picture of where we are and are not making progress. Second, at the beginning of each policy area, a one-page narrative describes the major activities CPE is leading to advance related objectives. Third, for each metric, we provide a technical definition as well as highlights to examine national and state trends. Finally, we include diversity metrics used to determine an institution's eligibility for new academic programs.

Here are a few of the metrics that were added in 2016-21 to address issues of growing concern to policy makers, legislators, students, parents and other constituents as we strive to reach our ambitious 60x30 goal:

- **Kentucky Adults Enrolled in College:** Since the number of high school seniors is not anticipated to grow, enrolling and graduating more Kentuckians over the age of 25 in postsecondary education will be critical to improving the skills of our current workforce.
- **Progress of Underprepared Students:** For too long, remedial education was a dead-end street for most students. Kentucky is committed to ensuring students who fall short of college readiness benchmarks complete a corequisite, credit-bearing course in English or math within a year of entry.
- **Statewide Completion Rate:** Although widely used, the graduation rate metric reported to the federal government has some limitations; it fails to capture the success of part-time and transfer students. This report includes a more comprehensive completion rate that reflects how many degree or certificate-seeking students (full- or part-time) complete any degree or certificate at any postsecondary institution within six years.
- **Graduates Working or Pursuing More Education:** As college costs and student debt levels rise, the public is demanding that colleges and universities demonstrate a good return on investment. This metric looks at how many graduates are employed or pursuing additional education in Kentucky a year after graduation.

Despite some changes, the basic purpose of this report remains the same - to highlight our successes and shine a light on areas where improvement is needed. In the months ahead, we will enhance the data dashboard and related tools on our website to provide even more transparency and accountability.

I commend our institutional partners for their efforts and look forward to accelerating progress toward our shared vision: to achieve greater prosperity through increased educational attainment, workforce readiness, research, and innovation.

Robert L. King, President
Council on Postsecondary Education

Kentucky's Educational Attainment Goal

What is it?

Kentucky has established an ambitious goal: for 60% of adults (ages 25-64) to obtain some level of postsecondary education (certificate or higher) by the year 2030. This will move the state closer to the projected national average and make Kentucky more competitive in an economy where most of the new jobs being created are going to people with a postsecondary credential.

This goal was developed in partnership with the National Center on Higher Education Management Systems (NCHEMS) after a detailed analysis of population projections, high school graduates in the pipeline, college enrollment patterns, in- and out-migration, and college completion rates. Reaching the goal will require an average annual increase of about 1.7%, which will bring total annual degree and credential production to around 75,000 by the year 2021.

60%
in 2030

45%
in 2016
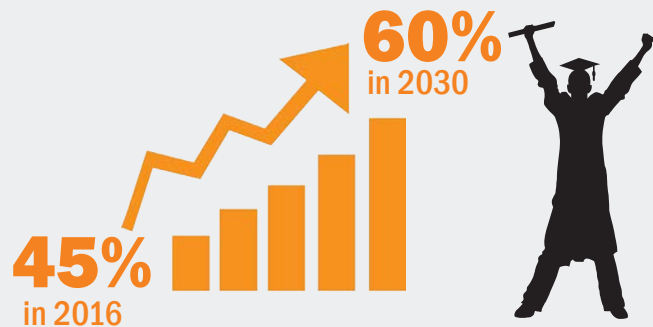
Source: The Lumina Foundation

Why is it important?

1. **America's economy is changing.** A recent report by the Georgetown University Center on Education and the Economy reveals that nearly all the jobs created in the U.S. since the Great Recession, 11.5 million out of 11.6 million, have gone to workers with at least some postsecondary education.

2. **Kentucky needs talent to capitalize on these changes.** To remain competitive, workers need to be problem solvers, innovators, analysts, communicators and facilitators. They must adapt easily to new technologies and be able to work in teams. They need to be lifelong learners, willing to retrain many times over the course of their careers. They need education beyond high school.

3. **All postsecondary credentials are needed.** Kentucky is poised for growth in five sectors—advanced manufacturing; healthcare; business and IT; transportation and logistics; and construction. Certificates help individuals land entry-level jobs. KCTCS works with public universities to create degree pathways that help workers advance in their education and careers over time.

4. **All regions must benefit.** Kentucky will succeed only if we achieve greater levels of education for all. Minority, low-income, and non-traditional students need resources and strong advising to help them complete college at rates equal to majority students. Rural areas need better access to postsecondary programs to help their economies and communities flourish.

5. **If we succeed, the benefits will transcend our economy.** College-educated individuals have higher rates of voting, charitable giving, and volunteerism. They are healthier and cost less to insure. They are less likely to be incarcerated, on public assistance, or addicted to drugs or alcohol. They read to their children more often and are more involved in their children's schools.

POLICY AREA 1: OPPORTUNITY

Kentucky has many avenues for individuals who wish to pursue postsecondary education. Unfortunately, ample opportunity has not produced equal rates of participation. Low-income and underrepresented minority students do not enroll at the same rate as their peers. Too many working-age adults have not completed a college degree and need to upgrade their skills to meet workforce demands. CPE is working with its partners to increase college going and close participation gaps through the following activities, which align to key objectives of the 2016-21 strategic agenda.

To improve diversity and inclusiveness:

- CPE, working with the Committee on Equal Opportunities, developed a new statewide diversity policy and directed campuses to craft plans to increase the racial, economic, and ethnic diversity of students, faculty and staff; promote cultural competence; increase enrollment, retention, and graduation; and foster a culture of equity and inclusion. These plans include performance targets on select goals, and annual progress will determine eligibility for new academic programs.

- CPE developed the Academic Leadership Development Institute (ALDI) for early career faculty of color interested in academic leadership positions. A cohort of 19 faculty members completed the institute in fall 2017, which provided an array of professional development opportunities to participants.

To increase college readiness:

- CPE provided funding to some postsecondary institutions to revise their teacher leader master's programs to include 18 hours of discipline-specific content. This qualifies secondary teachers to teach dual credit courses at their high schools, provided they are approved as a part-time faculty member and meet all accreditation guidelines.

- The Dual Credit Advisory Council, staffed by CPE, monitors the success of the Dual Credit Scholarship Program, which provides qualified high school seniors with two free dual credit courses, either in general education or career and technical education. Dual credit enrollment has increased substantially as a result of this program.

- As a member of the Kentucky Advising Task Force for Student Success, CPE helped develop seven college and career readiness standards and competencies to help standardize advising and counseling efforts across the state. Next steps include training, curricula, and metrics for use by college and career advisors.

- CPE provides access to NROC EdReady resources and assessments that include valuable instruction on academic intervention programming for Kentucky Adult Education and postsecondary institutions.

To enroll a greater percentage of underserved populations in college:

- Through a multi-million dollar federal GEAR UP grant, CPE administered a statewide outreach program for over 18 years to provide at-risk and underrepresented students, families, schools, and communitites with early college exploration, preparation, and support. Kentucky will compete for another round of funding in 2018 to provide comprehensive college access services for 10,000 Kentucky students and families from 2018-2025.

- In 2017, GEAR UP Kentucky held the Institute for a College-Going Commonwealth. This two-day conference convened over 400 diverse voices and perspectives to explore strategies to support academic, financial, cultural, social, and emotional readiness for postsecondary education.

- Project Graduate is a campaign to recruit former college students with 80+ hours toward a bachelor's degree to finish what they started. To date, more than 1,500 students have earned a degree through the program.

To prepare more Kentucky Adult Education students for college and careers:

- KYAE provides professional development for adult education instructors through the Adult Education Teacher Competencies, which help instructors enhance student learning and provide opportunities for self-assessment and reflection.

- A ten-year contract with the Worldwide Interactive Network provides adult education programs with unlimited access to online courseware to improve college and career readiness and develop soft skills.

- KYAE participates in several federal grants (Paths to Promise, Project CASE) to retrain low-income, disabled and underemployed adults for new careers in healthcare, information technology, and manufacturing.

- KYAE continues to increase college going among GED® recipients through programs like Advancing Opportunity and others.

To help make college more affordable:

- CPE establishes tuition parameters that limit the ability of public campuses to raise tuition and fees above a certain percentage. Since implementing the parameters in 2009, tuition increases have remained under five percent annually, below the SREB average.

- CPE advocates for increased funding for postsecondary institutions with the General Assembly through print materials, presentations, testimony before commitees, and meetings with individual legislators.

OPPORTUNITY

Kentucky will be stronger by ensuring postsecondary education is broadly accessible to all residents, students have the support and resources they need to pursue postsecondary opportunities, and all students enter postsecondary education prepared for credit-bearing work.

College Readiness of College Entrants

- Kentucky is one of several states where 100% of high school juniors take the ACT exam, which makes it a useful proxy for college readiness.

- Kentucky's average ACT score increased from 19.6 for the graduating class of 2013 to 20 for the graduating class of 2017, one point below the national average. During this time, Kentucky experienced modest gains in subject-area scores, increasing 0.42 points in math (to 19.3), 0.75 points in English (to 19.7), and 0.85 points in reading (to 20.6).

- There is a wide disparity in ACT scores among majority and minority students in Kentucky. The average composite ACT score was 17 for 2017 African American graduates, 18.9 for Hispanic graduates, and 20.7 for white graduates. Achievement gaps have not narrowed significantly since 2013.

- Because Kentucky's metric considers not only ACT scores but scores on a range of campus placement exams, comparable national data is not available.

About this Measure:

The percent of recent Kentucky high school graduates (both public and private) entering public postsecondary education in Kentucky as a first-time, full-time student who met ACT readiness benchmarks (English 18, math 19, and reading 20) or campus placement exam requirements on assessments like COMPASS, KYOTE, Accuplacer, PARCC, etc. Data from 2016-17 reflects high school graduates from the class of 2016 who enrolled in college during the 2016-17 academic year.
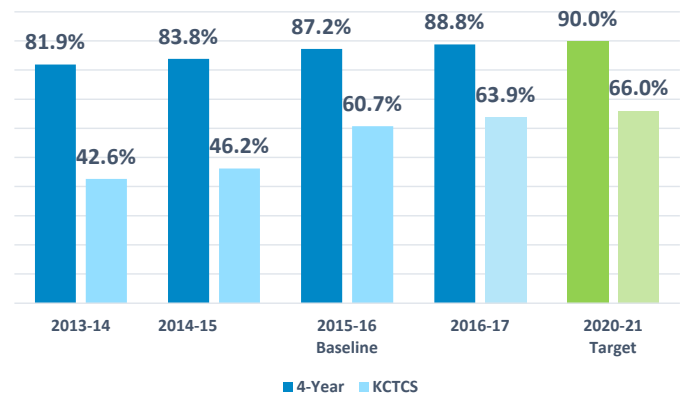
Source: Kentucky Postsecondary Education Data System (KPEDS)

In-State College-Going Rate

- According to the Bureau of Labor Statistics, the national college-going rate is around 70%. This includes students going to college both in and out of state, while Kentucky's metric only reflects the in-state rate.

- Because of financial constraints, Kentucky no longer participates in the National Student Clearinghouse, which provides data on Kentucky seniors attending college out of state. The most recent data available estimated that rate at 5%, which would place Kentucky about 10 percentage points behind the national average.

- The in-state college-going rate is 43% for low-income students, 44% for Hispanic students, and 48% for African-American students, compared to an in-state college-going rate of 55% for white students.

- The number of high school seniors is projected to decline over the next decade, so Kentucky cannot rely on enrolling more 18-24 year olds to increase educational attainment.

About this Measure:

The percent of recent Kentucky high school graduates who attend any in-state postsecondary institution in the fall or spring after graduation. The year refers to the students' last year of high school, not first year of college. (For example, students included in 2016 were members of the high school graduating class of 2016 who enrolled in college during the 2016-17 academic year.)
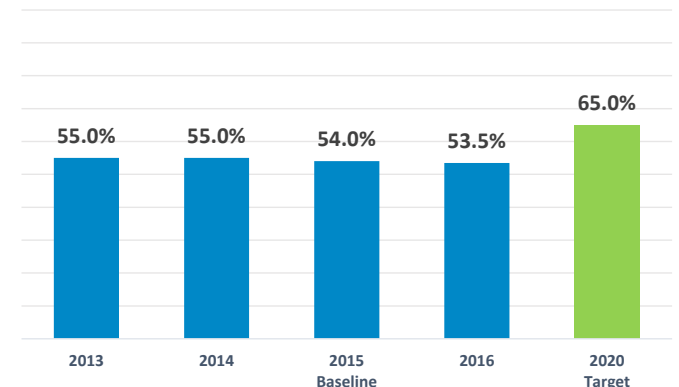
Source: Kentucky Center for Education and Workforce Statistics (KCEWS)

KY Adults Enrolled in College

About this Measure:

Kentuckians ages 25-64 currently enrolled in postsecondary education in Kentucky (both public and private institutions) as a percentage of the total number of Kentuckians in that age group without a postsecondary degree. Population estimates are obtained from the American Community Survey.

3.9% Fall 2013
3.0% Fall 2014
3.1% Fall 2015 Baseline
3.0% Fall 2016
4.0% Fall 2020 Target
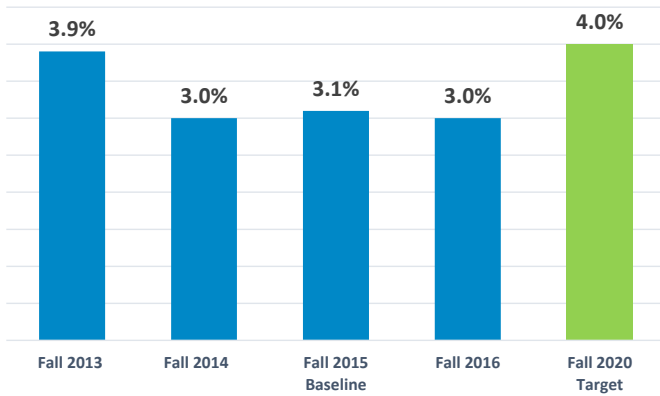
Source: Kentucky Postsecondary Education Data System (KPEDS) and U.S. Census Bureau, American Community Survey

Highlights

- Kentucky enrolled 73,854 adults in postsecondary education in fall 2011. By fall 2016, that number had fallen to 48,949, a 51% decrease.

- Low unemployment and a tight labor market typically lead to a decrease in adult college enrollment, which partially accounts for Kentucky's recent adult enrollment trend.

- Over the last five years, adult community and technical college enrollment in the U.S. decreased 12%, while KCTCS experienced a 30% decline over the same time period.

- To reach the 4% target, more than 70,000 adults will need to be enrolled in postsecondary education (assuming no change in Kentucky's adult population), which is critical to achieving the state's educational attainment goal.

KY Population without a High School Credential

About this Measure:

The percent of Kentucky's working-age population (18-64) without a high school diploma or its equivalent. Population estimates are obtained from the American Community Survey. This metric is one of Kentucky Adult Education's key indicators of progress.

13.7% 2013
13.4% 2014
12.9% 2015 Baseline
12.6% 2016
10.0% 2020 Target
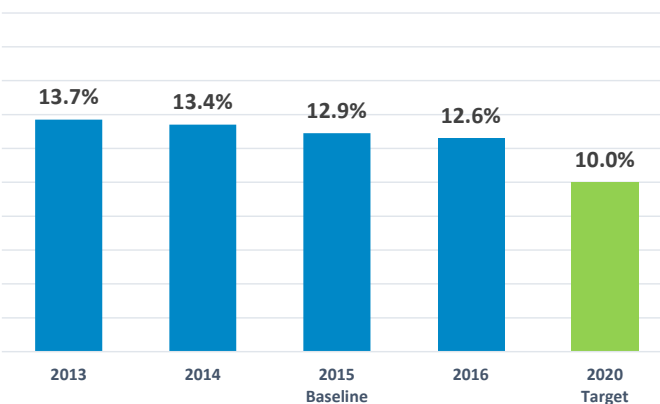
Source: U.S. Census Bureau and American Community Survey Five-Year Estimates

Highlights

- In 2016, 12% of the U.S. adult population (ages 18-64) did not have a high school credential, compared to 12.6% of Kentucky adults.

- From 2000 to 2015, the percentage of Kentucky adults (18-64) wihout a high school credential decreased 8.2 percentage points - from 21.1% to 12.9%. During this time frame, no other state improved as much as Kentucky on this metric.

- In 2000, there were 39 Kentucky counties where the percentage of adults who did not finish high school exceeded 30%. By 2015, every Kentucky county was under 30%.

- Similarly, there were only 34 Kentucky counties where the percentage of adults without a high school credential was 20% or lower in 2000. Fifteen years later, that number had risen to 95.

High School Equivalency Diplomas Awarded

Highlights

- According to the GED® Testing Service, Kentucky's GED® pass rate in FY17 was 85%, among the top 10 in the nation. The national pass rate is 79%.

- In FY15, a new GED® exam was implemented nationally. Individuals who had passed parts of the GED® but not the entire battery of tests had to finish by the end of FY14 or start over. KYAE developed a marketing campaign to encourage those individuals to complete their GED®, which partially accounts for the high number of graduates in FY14.

- The drop in exam graduates from FY14 to FY15 in Kentucky was significant (76.5%), but was still less than the drop nationwide (79%).

- Between FY15 and FY17, the GED® pass rate for students enrolling at the 6th-12th grade level equivalency nearly tripled - from 15.5% to 41.5%. The GED® completion rate for students enrolling at the 9th-12th grade level equivalency was higher in FY17 (56%) than it was in FY14 (49%).

About this Measure:

The number of Kentucky Adult Education students who earn a high school equivaleny diploma (GED®) in a fiscal year. This metric is one of Kentucky Adult Education's key indicators of progress.
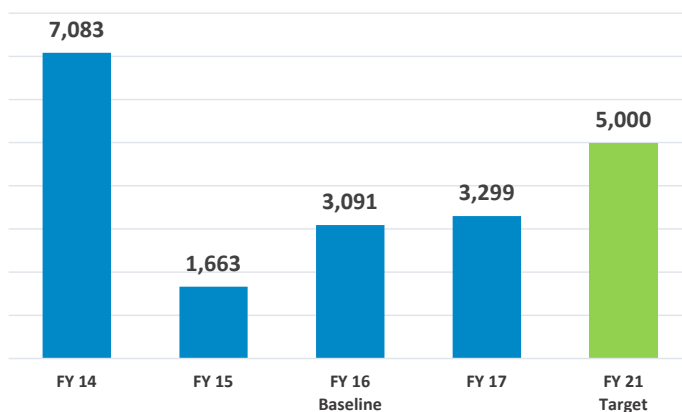
Source: GED® Testing Service

College-Going Rate of Adult Education Students

Highlights

- Of the GED® graduates who transitioned to Kentucky colleges and universities in 2016-17, 94% attended a KCTCS institution.

- Of the GED® graduates who earned postsecondary credentials in Kentucky between 2009-2014, 69% earned certificates, 20% earned associate degrees, 8% earned diplomas, and 2% earned bachelor's degrees.

- According to the Kentucky Center for Education and Workforce Statistics and the Kentucky Adult Education reporting system, the majority of GED® graduates enrolled in postsecondary education are pursuing credentials in health-related professions.

- The 6.4 percentage-point increase in the college-going rate of GED® graduates from FY16 to FY17 is an anomaly due to the low number of GED graduates (1,663) in that cohort year.

About this Measure:

The percent of Kentucky Adult Education students who enroll in a Kentucky postsecondary institution within two years of obtaining a high school equivalency diploma (GED®). The year refers to the year by which the student transitioned to college. This metric is one of Kentucky Adult Education's key indicators of progress.
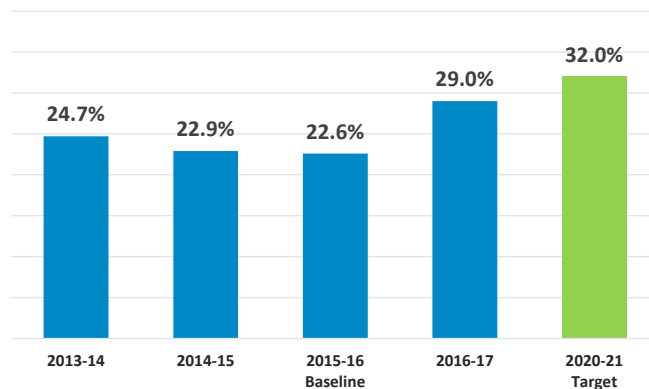
Source: GED® Testing Service and Kentucky Adult Education Reporting System (KAERS)

Net General Fund Appropriations per Student

About this Measure:

Net General Fund appropriations for public postsecondary institutions per full-time equivalent (FTE) students, adjusted for inflation using the Commonfund Higher Education Price Index (HEPI). Net General Fund appropriations do not include state financial aid provided to students or state monies for debt service.

2013-14	2014-15	2015-16 Baseline	2016-17
$6,259	$6,158	$6,223	$5,848
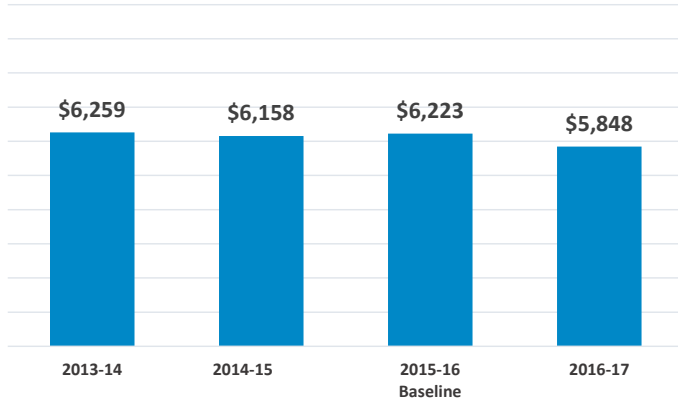
Source: Kentucky Budget of the Commonwealth and Common Fund Institute's Higher Education Price Index

Highlights

- State General Fund appropriations per FTE (adjusted for inflation) at Kentucky's public colleges and universities have declined 9% since 2012-13 and 35% since 2007-08, the start of the recession.

- According to the SHEEO State Higher Education Finance Survey, in 2015-16, Kentucky's appropriations per FTE, adjusted for cost-of-living differences, was at the national average.

- In 2015-16, Kentucky ranked 8th out of the 16 SREB states for state general purpose funding per FTE at public four-year universities, and 11th at public two-year universities.

- This metric does not take into consideration the effects of increased costs in the state's retirement system and shifting maintenance and operations costs from the state to the institutions.

Average Net Price

About this Measure:

Average cost of attendance for full-time entering students at a Kentucky public institution who paid the published in-state tuition and fee rate (including room and board), minus any grant or scholarship aid from federal, state, or local governments or the institution.

	2012-13	2013-14	2014-15	2015-16 Baseline
Research Universities	$14,359	$14,740	$16,327	$17,049
Comprehensive Universities	$10,377	$10,251	$10,484	$10,298
KCTCS	$6,506	$6,413	$6,780	$6,923
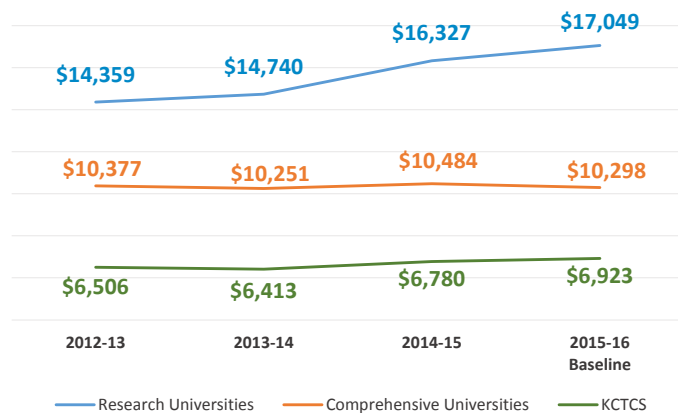
Source: Integrated Postsecondary Education Data System (IPEDS)

Highlights

- According to IPEDS, the average net price of attendance in 2015-16 in the U.S. was $16,757 for public four-year institutions and $8,800 for public two-year institutions.

- In the same year, the average net price of attendance for schools in the Southern Regional Education Board (SREB) was $14,097 for public four-year institutions and $8,269 for public two-year institutions.

- While the net price of Kentucky comprehensive universities has remained essentially unchanged over this time period, the net price of UK and UofL increased 18.7%. KCTCS experienced a moderate increase (6.4%) in net price but is still considerably below national and SREB averages.

- 2016-17 data on this metric has not yet been published by IPEDS, which accounts for the delay.

Progress of Underprepared Students in English

About this Measure:

The percentage of first-time, full-time undergraduate degree and credential-seeking students who are underprepared in English (according to the statewide college readiness standards) who complete a credit-bearing course in English by the end of the fall semester a year after entry. Successful course completion is defined as an A, B, C, D or P.

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017*	Fall 2018	Fall 2019	Fall 2020 Target
Eastern Kentucky University	60.2%	61.5%	54.8%	52.5%				**58.4%**
Kentucky State University	42.3%	51.2%	64.7%	84.8%				**65.0%**
Morehead State University	69.9%	72.0%	60.4%	58.8%				**70.0%**
Murray State University	51.4%	46.7%	53.9%	58.3%				**70.0%**
Northern Kentucky University	46.8%	52.8%	62.6%	61.2%				**82.0%**
University of Kentucky	79.0%	80.0%	80.7%	68.9%				**85.0%**
University of Louisville	84.2%	87.2%	92.2%	90.3%				**93.0%**
Western Kentucky University	52.6%	63.9%	60.9%	59.3%				**70.2%**
KCTCS	10.4%	27.0%	28.0%	22.9%				**50.0%**
STATEWIDE	**32.3%**	**40.1%**	**40.6%**	**40.8%**				**70.0%**

Source: Kentucky Postsecondary Education Database System (KPEDS).
*Fall 2017 data will be available after grade files from the campuses are submitted in late April 2018.

Highlights

- Complete College America reports that 12% of all students enrolled in four-year universities in the U.S. are placed in remedial English, and 58% of these students fail to complete the introductory, credit-bearing (gateway) course in that subject. At two-year colleges, 34% are enrolled in developmental English, and 79% fail to complete the associated gateway course.

- Kentucky public institutions outperform the national average on this metric, due in large part to the implementation of corequisite models of developmental education. In these models, students scoring below college readiness benchmarks are enrolled in regular credit-bearing courses with enhanced support (e.g., additional tutoring or labs). CPE has supported corequisite English design and implementation, and has worked with public colleges, universities and national partners to create professional development and technical assistance opportunities for administrators and practitioners. In fall 2017, over 5,000 students were enrolled in corequisite mathematics, English, and reading courses.

- Before implementing corequisite English, only 56% of developmental students at Kentucky's comprehensive universities completed a gateway English course within two years of entry. Based on three semesters of data from corequisite pilots at these campuses, over 75% of corequisite English students completed the associated gateway course in one semester, saving them time and money.

- At KCTCS, only 34% of developmental English students completed the gateway course within two years of entry. Based on three semesters of data from corequisite pilots at these campuses, 66% of corequisite English students completed the gateway course in one semester.

Progress of Underprepared Students in Mathematics

About this Measure:

The percentage of first-time, full-time undergraduate degree and credential-seeking students who are underprepared in mathematics (according to the statewide college readiness standards) who complete a credit-bearing course in mathematics or quantitative reasoning by the end of the fall semester a year after entry. Successful course completion is defined as an A, B, C, D or P.

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017*	Fall 2018	Fall 2019	Fall 2020 Target
Eastern Kentucky University	28.7%	26.3%	18.5%	28.5%				**24.1%**
Kentucky State University	18.6%	16.8%	43.2%	81.0%				**50.0%**
Morehead State University	36.0%	34.2%	27.5%	29.4%				**33.4%**
Murray State University	21.7%	25.3%	4.1%	27.6%				**60.0%**
Northern Kentucky University	23.2%	27.9%	30.0%	26.1%				**60.0%**
University of Kentucky	56.2%	56.1%	53.7%	64.0%				**65.0%**
University of Louisville	16.6%	10.1%	23.2%	11.5%				**35.0%**
Western Kentucky University	34.3%	36.2%	42.0%	38.7%				**60.0%**
KCTCS	5.0%	13.4%	21.4%	13.9%				**40.0%**
STATEWIDE	**20.2%**	**20.2%**	**26.1%**	**24.2%**				**60.0%**

Source: Kentucky Postsecondary Education Database System (KPEDS).
*Fall 2017 data will be available after grade files from the campuses are submitted in late April 2018.

Highlights

- Complete College America reports that 24% of all students enrolled in four-year universities in the U.S. are placed in developmental mathematics, and more than 66% of these students fail to complete the introductory, credit-bearing (gateway) course in that subject. At two-year colleges, 52% are enrolled in developmental mathematics, and 81% fail to complete the associated gateway course.

- CPE has supported corequisite mathematics design and implementation, and has worked with public colleges, universities and national partners to create professional development and technical assistance opprtunities for administrators and practitioners.

- Before implementing corequisite mathematics, only 38% of developmental students at Kentucky's comprehensive universities completed a gateway mathematics course within two years of entry. Based on three semesters of data from corequisite pilots at these campuses, now more than 75% of corequisite mathematics students completed the associated gateway course in one semester, saving them time and money.

- At KCTCS, only 18% of developmental mathematics students completed the gateway course within two years of entry. Based on three semesters of data from corequisite pilots at these campuses, more than 60% of corequisite mathematics students completed the gateway course in one semester.

POLICY AREA 2: SUCCESS

Kentucky's future prosperity depends on more people advancing through our postsecondary education system and graduating in less time. CPE is leading efforts to increase degree production; make instruction more relevant, rigorous and engaging; improve support services for students when and where they need it; close achievement gaps; and ensure academic quality across our campuses. The following are just a few of the activities underway that align to key objectives of the 2016-21 strategic agenda.

To increase persistence and timely completion:

■ CPE holds an annual Student Success Summit, which provides faculty, staff, and administrators an opportunity to learn from national experts and engage in stimulating discussions with colleagues from across the state.

■ CPE promulgated administrative regulations for the performance funding models for public universities and KCTCS, which will be implemented in 2018-19 and phased in over a three-year period. The models award funding partially based on performance - including retention, progression, graduation, and degrees - with a premium on outcomes for low-income and underrepresented minority students.

■ CPE is leading efforts to increase the use of corequisite models of developmental education, allowing students who do not meet ACT readiness benchmarks in English, mathematics, and reading to be placed in credit-bearing courses with enhanced supports. With funding from the James Graham Brown Foundation and other sources, CPE has been able to provide extensive professional development and incentives for nearly all of the public institutions to participate.

■ CPE coordinates the "15 to Finish" campaign, a series of communication and outreach materials that can be customized to encourage undergraduate students to take 15 credit hours each semester to finish their bachelor's degree in four years.

To improve two-year to four-year transfer:

■ Over the last three years, CPE has supported KCTCS's efforts to streamline the transfer process. At the most recent event, Transfer Summit 3.0, representatives from universities and community and technical colleges discussed campus trends, identified obstacles to seamless transfer, and identified possible solutions.

■ CPE, KCTCS, and the public universities have collaborated to create and maintain more than 90 degree pathways, which help students graduate on time with fewer unnecessary credits and less accumulated debt. Information about transfer and degree pathways is available to students via the CPE-maintained KnowHow2Transfer.org website.

■ CPE is working on efforts to maximize the transferability of military credits to public postsecondary institutions. With assistance from the Multi-state Collaborative on Military Credit, CPE developed guiding principles for awarding military credit and a crosswalk between multiple Army-enlisted occupations

that depicts recommended college credits based on the American Council on Education's research.

To promote academic excellence through improvements in teaching and learning:

■ Kentucky is participating in the VALUE Institute, a national project engaging faculty in authentic assessment methods to provide evidence of student learning. Student work is evaluated using faculty-developed VALUE rubrics for critical thinking, quantitative literacy, and written communication under the auspices of the Association of American Colleges and Universities' LEAP (Liberal Education and America's Promise) initiative. Since 2014, Kentucky has participated in the Multi-state Collaborative to Advance Quality Student Learning (MSC) consortium within the VALUE Institute, in which 10 states and 17 institutions participate nationally.

■ The 2017 Pedagogicon, held May 19th at Eastern Kentucky University's Noel Studio for Academic Creativity, focused on the theme of "Innovations in Teaching and Learning." This theme underscored the importance of forward-thinking teaching strategies that promote student engagement and learning. The event was sponsored by the statewide Faculty Development Workgroup.

■ CPE staff evaluated more than 200 existing academic programs at KCTCS and seven public universities in 2017. In addition to these program reviews, staff members are working with campus representatives to refine the program review process to increase focus on academic quality measures, data on post-graduation success, and efficiency and collaboration.

■ CPE convenes one committee and three workgroups comprised of postsecondary educators and administrators. The Committee on Undergraduate Education leads campus efforts related to academic quality, achievement gaps, and other priorities in the continuous improvement of undergraduate education. The Academic Quality Assurance workgroup focuses on academic standards, as well as assessment of student learning, academic programs, and support systems. The General Education workgroup focuses on the design, implementation, and assessment of general education to assure a high-quality experience for all students, with an emphasis on scaffolding high-impact practices and structuring a coherent curriculum. The Teaching and Learning workgroup focuses on increasing academic quality, improving student learning, and closing achievement gaps through faculty development and effective use of digital resources.

■ CPE sponsored a free faculty workshop aimed at improving student learning in the area of written communication, an essential skill needed for today's workforce. The workshop focused on assignment design, and each campus team was encouraged to share this professional learning opportunity with others. Funds for the workshop were provided by a faculty collaborative grant from the Association of American Colleges and Universities.

SUCCESS

Kentucky will be stronger by ensuring that many more individuals complete a postsecondary degree or credential, and that they graduate with the skills and abilities to be productive, engaged citizens.

Graduation Rates

About these Measures:

Three-year graduation rate is the metric public community and technical colleges report to the United States Department of Education through the Integrated Postsecondary Education Data System, or IPEDS. This measure reflects the percentage of first-time, full-time, associate or credential-seeking students entering in the fall semester who graduate with an associate degree or credential within three years of entry. The normal time to complete an associate degree is two years, but this metric looks at students who earn a degree within 150% of the normal time frame. Graduation rates are typically lower at community and technical colleges because a significant portion of enrollments are part-time, transfer, or adult students who are balancing school, work, and other life demands and experience stops and starts on their path to a degree.

The six-year graduation rate is reported to IPEDS by public universities and reflects the percentage of first-time, full-time undergraduate degree-seeking students who receive a bachelor's degree within six years, which is 150% of the normal time frame. As with the three-year rate, part-time, returning, or transfer students are excluded from the cohort, as are students who begin in the spring semester.

In this strategic agenda, CPE made the decision to monitor and report graduation rates for low-income and underrepresented minority students, which include Black, American Indian or Alaskan native, Hispanic or Latino, native Hawaiian or other Pacific Islander, and students identifying as two or more races. Low-income status is defined by eligibility for federal Pell grants. Significant achievement gaps among minority and majority groups are a serious policy concern that limits the future competitiveness and prosperity of the state and its citizens. The goal is to narrow and eventually close these gaps. Graduation rates for URM students is one of the metrics used in the statewide diversity plan to determine a school's eligibility to offer new academic programs.

Despite their limitations, three-year and six-year graduation rates are a useful way to compare the success of public institutions across the country in fulfilling their core undergraduate mission - ensuring students graduate in a timely manner.

Highlights

- According to the National Center for Education Statistics (NCES), the three-year graduation rate at U.S. two-year public universities is 22%, which is lower than at KCTCS (27.1%).

- In 2016-17, there was a 3.3 percentage-point gap in the graduation rate for low-income students at KCTCS. The gap for underrepresented minority students was larger, at 9.9 percentage points.

- NCES reports the national six-year graduation rate for four-year institutions is 59%, significantly higher than Kentucky's public university average of 51.3%. Only one public institution (the University of Kentucky) exceeds the national average.

- Six-year graduation rates have improved for all categories of students since 2011-12. However, the overall graduation rate is improving at a faster rate than for low-income or underrepresented minority students, thereby widening achievement gaps.

- At four-year public universities, the graduation rate for low-income students currently trails the statewide average by 14.2 percentage points; the rate for underrepresented minority students is 13.9 percentage points lower.

KCTCS (3-Year Rate)

INSTITUTION	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
KCTCS										
Overall	24.9%	23.4%	23.7%	25.5%	26.8%	27.1%				**30.5%**
URM	13.3%	13.4%	14.5%	14.1%	16.5%	17.2%				**22.5%**
Low-Income	23.6%	21.7%	20.7%	23.4%	23.4%	23.8%				**28.0%**

Graduation Rates

Public Universities (6-Year Rate)

INSTITUTION	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University										
Overall	37.5%	39.3%	41.9%	45.1%	45.0%	49.3%				**50.0%**
URM	23.4%	28.2%	26.1%	39.1%	37.0%	32.9%				**43.0%**
Low-Income	29.4%	29.4%	29.7%	35.5%	36.3%	35.4%				**42.0%**
Kentucky State University										
Overall	13.1%	18.2%	20.1%	22.1%	20.6%	21.4%				**30.0%**
URM	12.6%	18.8%	21.2%	23.1%	20.1%	22.0%				**30.0%**
Low-Income	12.1%	17.8%	19.7%	20.5%	20.3%	19.2%				**30.0%**
Morehead State University										
Overall	42.7%	44.6%	46.2%	40.1%	45.7%	41.8%				**48.2%**
URM	32.8%	30.5%	42.9%	22.4%	32.6%	30.2%				**37.5%**
Low-Income	33.3%	34.5%	34.7%	30.9%	34.1%	30.0%				**38.0%**
Murray State University										
Overall	53.9%	53.2%	51.9%	48.5%	48.6%	48.9%				**50.0%**
URM	46.1%	41.1%	43.9%	36.5%	37.6%	31.3%				**42.0%**
Low-Income	44.2%	38.9%	43.6%	38.4%	37.4%	35.6%				**42.0%**
Northern Kentucky University										
Overall	37.1%	37.7%	36.3%	39.8%	37.6%	39.4%				**45.0%**
URM	28.1%	29.4%	22.6%	28.5%	23.0%	27.4%				**39.0%**
Low-Income	28.4%	28.3%	25.8%	29.0%	30.3%	28.0%				**39.0%**
University of Kentucky										
Overall	57.6%	60.4%	60.2%	61.3%	63.6%	64.6%				**70.0%**
URM	50.0%	44.8%	45.2%	40.7%	52.4%	51.9%				**58.5%**
Low-Income	42.7%	48.5%	47.8%	46.5%	51.5%	50.0%				**56.0%**
University of Louisville										
Overall	52.1%	53.5%	53.6%	52.9%	52.8%	54.4%				**60.1%**
URM	43.8%	43.2%	49.6%	44.5%	51.1%	47.8%				**58.5%**
Low-Income	40.5%	48.2%	44.4%	41.3%	45.1%	45.8%				**54.1%**
Western Kentucky University										
Overall	49.6%	50.3%	50.1%	50.0%	51.9%	50.7%				**53.7%**
URM	35.6%	35.6%	33.8%	33.3%	33.9%	30.7%				**40.0%**
Low-Income	37.5%	38.3%	37.8%	36.2%	41.0%	37.9%				**45.0%**
STATEWIDE (public universities only)										
Overall	47.6%	48.9%	49.3%	49.8%	50.6%	51.3%				**60.0%**
URM	33.6%	33.5%	35.9%	35.5%	38.8%	37.4%				**50.0%**
Low-Income	34.5%	36.9%	36.5%	36.3%	38.8%	37.1%				**50.0%**

Source: Kentucky Postsecondary Education Database System (KPEDS).

First-Year to Second-Year Retention

About this Measure:

The percentage of first-time, degree- or credential-seeking students enrolled in the previous summer or fall who are still enrolled the following fall or, in the case of KCTCS students, have successfully completed a credential. A high retention rate suggests students are satisfied enough with their first-year experience to return for a second year. Student support services like advising, mentoring, and financial assistance are all factors that can influence a school's retention rate.

In this strategic agenda, CPE made the decision to monitor and report retention rates for low-income and underrepresented minority students, which include Black, American Indian or Alaskan native, Hispanic or Latino, native Hawaiian or other Pacific Islander, and students identifying as two or more races. Low-income status is defined by eligibility for federal Pell grants. Significant retention gaps among minority and majority populations are a serious policy concern that limits these students' chance of obtaining a degree in a timely fashion. The goal is to narrow and eventually close these gaps. Retention rate of URM and low-income students is one of the metrics used in the statewide diversity plan to determine a school's eligibility to offer new academic programs.

Highlights

- According to the National Center for Education Statistics (NCES), the average retention rate at U.S. two-year public universities is 61%, 7 percentage points higher than at KCTCS (54%). KCTCS has improved 3.1 percentage points since 2011-12.

- There is a 1.2 percentage-point gap in the retention rate of low-income students at KCTCS. The gap for underrepresented minority students is larger, at 7 percentage points. However, since 2011-12, KCTCS has narrowed achievement gaps for both groups of students.

- NCES reports the national retention rate for four-year public institutions is 81%, considerably higher than Kentucky's rate (76.9%). Only one public institution (the University of Kentucky) exceeds the national average; the University of Louisville is just below the national average at 80.7%.

- At four-year public universities, the retention rate for low-income students trails the statewide average by 7.5 percentage points; the rate for underrepresented minority students is 3.5 percentage points lower.

- Underrepresented minority students are retained at a higher rate than average at Kentucky State University and the University of Louisville. At Northern Kentucky University, the difference is one-tenth of a percent.

KCTCS

INSTITUTION	Fall 11-Fall 12	Fall 12-Fall 13	Fall 13-Fall 14	Fall 14-Fall 15	Fall 15-Fall 16 Baseline	Fall 16-Fall 17	Fall 17-Fall 18	Fall 18-Fall 19	Fall 19-Fall 20	Fall 20-Fall 21 Target
KCTCS										
Overall	50.9%	51.6%	52.0%	50.1%	52.6%	54.0%				**54.4%**
URM	40.0%	40.4%	42.2%	40.1%	45.1%	47.0%				**46.8%**
Low-Income	48.3%	49.9%	49.2%	47.6%	50.3%	52.8%				**53.7%**

First-Year to Second-Year Retention

Public Universities

INSTITUTION	Fall 11-Fall 12	Fall 12-Fall 13	Fall13-Fall 14	Fall 14-Fall 15	Fall 15-Fall 16 Baseline	Fall 16-Fall 17	Fall 17-Fall 18	Fall 18-Fall 19	Fall 19-Fall 20	Fall 20-Fall 21 Target
Eastern Kentucky University										
Overall	68.0%	72.2%	72.3%	74.0%	74.0%	73.4%				**75.0%**
URM	56.5%	60.7%	60.8%	65.5%	64.1%	62.8%				**67.0%**
Low-Income	59.8%	66.6%	66.2%	69.4%	69.9%	68.7%				**72.0%**
Kentucky State University										
Overall	46.3%	46.8%	43.5%	58.9%	59.2%	67.7%				**70.0%**
URM	46.2%	44.3%	42.2%	57.1%	60.3%	74.6%				**70.0%**
Low-Income	47.8%	52.3%	41.9%	58.3%	60.5%	72.7%				**70.0%**
Morehead State University										
Overall	67.1%	69.1%	69.6%	65.7%	70.7%	72.3%				**76.2%**
URM	64.6%	66.2%	69.7%	62.5%	67.8%	63.2%				**73.9%**
Low-Income	59.3%	66.7%	66.3%	59.2%	67.3%	67.3%				**73.5%**
Murray State University										
Overall	70.3%	72.9%	72.4%	71.8%	74.2%	77.3%				**77.0%**
URM	63.0%	66.8%	61.2%	60.6%	69.1%	75.0%				**75.0%**
Low-Income	63.8%	66.9%	61.2%	61.8%	65.6%	72.0%				**70.0%**
Northern Kentucky University										
Overall	67.3%	67.4%	69.3%	69.1%	71.9%	72.5%				**77.0%**
URM	55.8%	59.5%	66.8%	63.7%	69.5%	72.4%				**75.0%**
Low-Income	61.0%	59.7%	63.6%	62.7%	64.4%	64.2%				**71.0%**
University of Kentucky										
Overall	81.3%	82.5%	82.2%	82.7%	81.7%	83.3%				**90.0%**
URM	75.2%	77.6%	76.3%	76.1%	77.2%	79.9%				**80.0%**
Low-Income	73.7%	76.4%	74.1%	75.9%	74.8%	76.0%				**80.0%**
University of Louisville										
Overall	77.1%	77.9%	80.6%	79.4%	79.7%	80.7%				**82.0%**
URM	75.3%	78.1%	79.3%	78.7%	78.0%	81.7%				**80.5%**
Low-Income	73.1%	72.2%	75.1%	74.4%	74.5%	76.3%				**77.5%**
Western Kentucky University										
Overall	71.3%	71.7%	73.1%	72.4%	72.8%	69.8%				**74.6%**
URM	62.4%	58.5%	62.6%	59.1%	58.3%	57.7%				**67.4%**
Low-Income	64.5%	61.6%	65.7%	62.1%	63.7%	60.1%				**70.1%**
STATEWIDE (public universities only)										
Overall	75.8%	74.5%	75.0%	75.5%	76.3%	76.9%				**81.8%**
URM	67.9%	66.2%	67.0%	68.9%	71.0%	73.4%				**75.3%**
Low-Income	67.8%	67.0%	66.8%	67.2%	69.2%	69.4%				**72.6%**

Source: Kentucky Postsecondary Education Database System (KPEDS).

Average Credit Hours Earned at Graduation

About this Measure:

The average number of credits earned by associate and bachelor's degree graduates at the time of graduation, including credit transferred into the degree-granting institution from other postsecondary institutions. This includes the number of hours accepted in transfer, but does not include hours earned in developmental or remedial courses or credit hours earned while obtaining a second degree at the same level in the same year. Most accreditors require bachelor's degree programs to consist of a minimum of 120 credit hours; for associate degree programs, the minimum is 60 credit hours. Often, specific program accreditors require a higher number of credit hours for graduation.

INSTITUTION	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University	140.0	141.3	141.3	140.5	142.1				**137.5**
Kentucky State University	146.3	140.3	141.7	142.3	140.3				**120.0**
Morehead State University	143.2	141.4	140.7	138.1	136.4				**136.6**
Murray State University	142.2	139.6	139.7	138.0	138.6				**132.0**
Northern Kentucky University	139.7	139.0	138.8	137.8	134.9				**135.7**
University of Kentucky	140.2	139.5	140.6	140.5	140.5				**135.4**
University of Louisville	141.6	142.4	142.2	142.2	140.9				**137.0**
Western Kentucky University	139.6	139.6	139.0	139.6	138.9				**138.6**
KCTCS	91.1	91.4	90.3	86.2	84.4				**80.0**
AIKCU	136.2	135.5	135.4	135.7	138.6				**NA**
STATEWIDE (public 4-year only)	**139.7**	**139.3**	**139.4**	**139.0**	**138.6**				**134.0**

Source: Kentucky Postsecondary Education Database System (KPEDS)

Highlights

- Kentucky graduates who accumulate hours beyond what their program requires may incur more costs, both from increased tuition and indirectly from lost wages.

- According to Complete College America, the average number of credit hours earned by graduates of public two-year institutions is 82.2, 2.2 hours less than the KCTCS average. The average number of credit hours earned at public four-year institutions is 135, lower than the statewide average of 139.

- Only one institution (Northern Kentucky University) is below the national average on this metric. Morehead State University, at 136.4, is only 1.4 credit hours higher.

- Four institutions and KCTCS have decreased average credit hours awarded since 2012-13, with the biggest declines at Morehead State University (6.8 credit hours) and Kentucky State University (6 credit hours). Eastern Kentucky University's average increased by 2.1, while UK, UofL and WKU are basically unchanged.

- As part of the program review process, CPE staff members monitor average credits to degree for graduates in each program over a five-year period.

About this Measure:

Unlike the graduation rate, the statewide completion rate is a more comprehensive metric that looks at outcomes of students who began postsecondary education six years earlier. It captures all first-time students enrolled part-time or higher, as well as students who began at one institution and finished at another.

2016 Completion Rate for Students Starting in 2010

2-Year Public

U.S. — Total Completion: **39.3%** | 26.7% | 12.6% | 15.8% | 44.9%

Kentucky — Total Completion: **40.0%** | 31.8% | 8.2% | 9.9% | 50.1% — **2020 Target: 45.0%**

4-Year Public

U.S. — Total Completion: **62.5%** | 49.5% | 13.0% | 13.2% | 24.3%

Kentucky — Total Completion: **58.5%** | 44.8% | 13.7% | 13.0% | 28.5% — **2020 Target: 65.0%**

Legend:
- ■ Graduated from Home Institution
- ■ Graduated from Another Institution
- ■ Still Enrolled at Any Institution
- ■ Didn't Graduate & Not Enrolled

Highlights

- The overall completion rate for KCTCS is slightly higher than the national average. Kentucky public universities trail the national average by 4 percentage points.

- Half of the students who enrolled in KCTCS in 2016 left school without a credential, higher than the national average of 45%. At Kentucky public universities, 28.5% left school without a degree, compared to the national average of 24.3%.

- The 2016-17 three-year graduation rate at KCTCS is 27.1%, compared to a six-year completion rate of 40%.

- Kentucky's 2016 public six-year graduation rate is 51.3%, compared to a six-year completion rate of 58.5%.

- A large majority of the 2010 cohort (17,672 students) was 20 years old or younger. Only 827 students (4%) were older than age 24.

- The statewide target for the 2020 completion rate is 45% for the two-year publics (KCTCS) and 65% for the four-year publics.

KCTCS Transfers with an Associate Degree

Highlights

- A descriptive study from the National Student Clearinghouse found that students who transferred to a four-year institution with a certificate or associate degree were 16 percentage points more likely to earn a bachelor's degree than those who transferred without one (72% versus 56%).

- KCTCS has made steady progress on this metric, improving 1.6 percentage points since 2011-12. Preliminary data suggests the transfer rate in 2015-16 will be around 38.8%.

- In 2014-15, 5,826 students transferred to a four-year institution in Kentucky. Of these students, 4,907 transferred to a four-year public institution (84.2%).

- About a third of transfer students (1,960) transferred with 60 or more credit hours, but only 15% had earned an associate degree prior to transferring.

- The average credit hours upon transfer is 40 hours. That average has remained steady since 2010-11.

- Approximately 56% of transfer students are of traditional age (24 years or younger), while 44% are 25 or older.

About this Measure:

The percentage of KCTCS students who earn an associate degree and transfer to a four-year institution within a year of earning the degree.

Year	Percentage
2011-12	36.3%
2012-13	37.8%
2013-14	37.4%
2014-15 Baseline	37.9%
2020-21 Target	42.4%
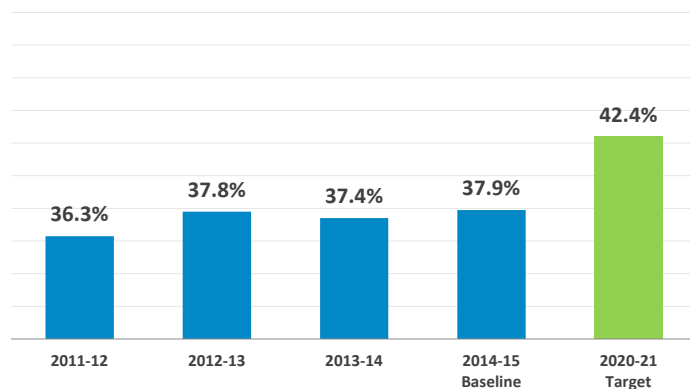
Source: KCTCS and the National Student Clearinghouse

KnowHow2Transfer

www.KnowHow2Transfer.org

Starting a college degree at KCTCS and finishing it a public university can save students time and money. At KnowHow2Transfer.org, students can:

- Explore degree pathways that enable them to complete a bachelor's degree in four years by taking general education and some pre-requisite courses at KCTCS and transferring them to a public university.

- Access course equivalency guides to see how a specific course taken at KCTCS will transfer to a public university.

- Connect with an advisor, who can help navigate the transfer process and offer personalized attention.

Academic Quality and Excellence

About these Measures:

For the first time, the strategic agenda includes measures of academic quality and excellence to reflect our collective focus on improving the quality of academic programs and other aspects of the college experience. The public universities and KCTCS were asked to select two metrics from a short list determined by CPE and campus provosts, which appears below.

Given the newness of the measures and the need to clarify calculation methodologies, targets and baseline data are not yet available. However, annual campus performance presentations to the board include information and discussion related to progress in academic quality and excellence. CPE staff will be working with campus officials over the next year to evaluate these metrics and determine if Kentucky's participation in the Multi-state Collaborative to Advance Quality Student Learning can help inform this area of the agenda. Based on this review, the metrics may be revised.

Academic Quality & Excellence Metrics

- **Undergraduate Research and Creative Works:** The percent of students graduating with a bachelor's degree in a given year that has produced a peer-reviewed presentation or publication, completed an exhibition or performance, or delivered a mentored, out-of-class presentation exhibiting research outcomes.

- **Study Abroad/Study Away:** The percent of students graduating in a given year that has participated in a postsecondary-level study abroad experience resulting in academic course credit.

- **Value-Added Certificates/Other CTE Workforce Statistics:** The percent of students that complete a value-added certificate resulting in academic credit that is used to enhance skill sets and experience. These certificates may be embedded into the existing two-year, four-year, or graduate curriculum.

- **Average ACT Score:** Because it is difficult to measure academic quality directly, admissions selectivity is sometimes used as a proxy measure. The average ACT composite score of incoming freshmen at selective institutions is usually 25 or higher.

- **Faculty Development and Training:** The total number of hours of training faculty receives each year related to pedagogical development and other topics. This training may be offered through the institution's faculty develpment center as well as by other internal or external means.

- **Master's Degrees with Thesis:** This metric measures the number of students earning a master's degree in a given year who complete a thesis project certified by the graduate school.

- **Pass Rates on Licensure/Certification Exams:** Pass rates for technical programs with a recognized credential validating an individual has demonstrated competencies in a core set of content or performance standards in a specific set of work-related tasks, single occupational area, or cluster of related occupational areas.

POLICY AREA 3: IMPACT

Kentucky's colleges and universities have an enormous impact on the state's economy and quality of life. In addition to training current and future members of the workforce, postsecondary institutions engage in research and development activities that lead to scientific breakthroughs and discoveries in health care, agriculture, manufacturing, and other fields. Colleges and universities work with businesses to provide market research, consulting, entrepreneurship training, and other services. Public service and outreach are critical to fulfilling higher education's mission to improve local communities and the organizations and institutions that serve them.

To improve the career readiness of graduates:

■ CPE partners with the Kentucky Education and Workforce Development Cabinet (KEWDC) and the Kentucky Center for Education and Workforce Statistics (KCEWS) to produce the Postsecondary Feedback Report. The new version uses interactive Tableau technology to provide a better understanding of transfer and employment outcomes of Kentucky's college and university graduates. Useful for educators, policymakers, board members, and the general public, the report provides employment and wage data by institution, program level, academic discipline, and industry.

■ CPE partners with KCEWS and other state agencies to produce the Kentucky Future Skills Report, which maps workforce supply (citizens holding specific degrees and credentials) with current and future workforce demand (projected job openings in various industries and occupations). The tool is particularly useful for educators in helping determine academic program needs, and for employers to identify talent within the state.

■ CPE worked with KEWDC to provide college and university academic program information to the state's new Focus Career website. The Focus Career system provides greater transparency for Kentucky job seekers and students about career pathways; available, real-time job postings; and appropriate academic programs and institutions aligned with preferred careers. The tool allows users to explore career and internship options and research a specific program of study, career, or employer.

■ CPE is exploring the Southwestern Ohio Council for Higher Education (SOCHE) Intern Program as a possible model for Kentucky. SOCHE serves as an external resource for campuses and employers to promote and manage internship programs, including management of the application process, hiring, and payroll. The SOCHE model is different than most: the organization acts as employer, saving participating partners money and resources. It also acts as a mentor to both employers and interns, helping to improve the intern process for all involved. One of the key performance indicators for Kentucky's strategic agenda is the percent of undergraduates who complete an internship or other "work and learn" opportunity prior to graduation. Research has proven that these experiences help smooth pathways between college and career, as well as contribute to higher levels of student success while in college.

■ CPE President Bob King has joined other education, workforce, economic development, and business leaders as a member of the newly-formed Kentucky Business-Education Roundtable, an initiative spearheaded by the Kentucky Chamber of Commerce CEO Dave Adkisson. The group considers issues related to strengthening Kentucky's workforce readiness, education and workforce alignment, as well as the state's workforce participation rate.

To increase university research:

■ CPE partners with the Kentucky Science and Technology Corporation (KSTC) on a number of programs to boost Kentucky's research, technology, commercialization, entrepreneurial, and economic development efforts, such as the Rural Innovation Fund, the Kentucky Enterprise Fund, EPSCoR, the Governor's School for Entrepreneurs, and others.

■ CPE requested another round of funding from the General Assembly for the Bucks for Brains program in 2018-20. This program, last funded in 2010, allows universities to match private donations with state funds to create or expand endowed chairs and professorships and facilitate increased generation of federal and extramural research expenditures.

■ The Kentucky Regional Optical Network (KyRON)—a consortium of CPE, the University of Kentucky (UK) and the University of Louisville (UofL)—connects public postsecondary institutions to the national and international research and education community through Internet2. KyRoN enables UK and UofL to qualify for major federal research grants, helping them reach their HB 1 goals of becoming nationally recognized research institutions.

To expand regional partnerships, outreach and public service:

■ Public four-year universities are widely engaged in their communities through service learning, community-based research, civic engagement, and other collaborations. Six out of eight Kentucky public universities have earned the Community Engagement Classification status awarded by the Carnegie Foundation for the Advancement of Teaching: EKU, Morehead, NKU, UK, UofL, and WKU. Awarded in recognition of the strong role civic engagement plays in university life, this status is an elective classification involving data collection and documentation of important aspects of institutional mission, identity, and commitments. Achieving this status requires substantial effort on the part of participating institutions.

IMPACT

Kentucky will be stronger by training a globally competitive, entrepreneurial workforce; educating an engaged, informed citizenry; improving the health and well-being of families; and producing new research and discoveries that fuel job creation and economic growth.

Degrees and Credentials Awarded

About this Measure:

For KCTCS institutions, the total number of diplomas, certificates, and associate degrees awarded in an academic year. For public four-year universities, the number of bachelor's, graduate and professional degrees awarded in an academic year. Graduate and professional degrees include master's, specialist, doctoral-research/scholarship, doctoral-professional practice, and doctoral-other.

Due to sizable achievement gaps between minority and majority populations, CPE made the decision to monitor and report degrees awarded to low-income and underrepresented minority students, which include Black, American Indian or Alaskan native, Hispanic or Latino, native Hawaiian or other Pacific Islander, and students identifying as two or more races. Low-income status is defined by eligibility for federal Pell grants. Because of the critical workforce need for science, technology, engineering, math and health professionals (STEM+H), CPE also is tracking degrees in these disciplines, with the goal of increasing the number of students prepared for these careers. Degrees awarded to underrepresented minority students is one of the metrics used in the statewide diversity plan to determine a school's eligibility to offer new academic programs.

Highlights

- Typically, increases in enrollment are correlated with increases in degree and credential production. However, over the last five years, Kentucky institutions have managed to increase degree production despite enrollment declines by being more successful with the students they enroll.

- KCTCS enrollment decreased 20% over the past five years, yet the number of credentials increased from 28,469 to 34,502 (21%). Enrollment at Kentucky public universities decreased 3% over the same time period, yet baccalaureate degrees increased from 16,568 to 18,619 (12%).

- Short-term certificates awarded by KCTCS represent a significant area of growth for Kentucky. Certificates awarded from 2015-16 to 2016-17 grew 16% to 22,759, and over the past 5 years grew by 30%.

- Degrees and credentials awarded is the metric that most directly impacts Kentucky's educational attainment level. To reach CPE's 60x30 goal, enrolling and graduating more Kentuckians, particularly over the age of 24, must receive greater priority.

ASSOCIATE OR LESS	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
KCTCS										
Total	28,544	28,469	31,715	30,012	30,765	34,502				**33,488***
Low-Income	19,873	20,138	22,403	21,090	20,339	23,218				**22,139***
URM	3,084	2,940	3,378	3,228	3,340	3,705				**3,757***
STEM+H	10,270	10,501	11,406	10,960	10,687	11,903				**11,633***
BACHELOR'S DEGREES										
Eastern Kentucky University										
Total	2,259	2,358	2,508	2,532	2,559	2,573				**2,690**
Low-Income	1,131	1,239	1,343	1,372	1,378	1,399				**1,458**
URM	171	178	236	213	207	213				**218**
STEM+H	484	533	657	682	769	840				**820**
Kentucky State University										
Total	229	206	272	270	276	315				**320**
Low-Income	166	147	204	196	211	237				**220**
URM	148	118	170	141	160	182				**170**
STEM+H	59	68	48	59	65	70				**65**

*KCTCS targets were developed by the system office and approved by the KCTCS board as part of their strategic plan. Targets exceeded in advance of 2020-21 will be revisited, and any revisions will be reflected in future reports.

Degrees and Credentials Awarded

BACHELOR'S DEGREES (cont.)	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Morehead State University										
Total	1,115	1,116	1,144	1,166	1,306	1,291				**1,477**
Low-Income	617	666	703	703	779	742				**819**
URM	53	46	51	63	69	105				**84**
STEM+H	276	246	286	306	343	357				**397**
Murray State University										
Total	1,530	1,399	1,469	1,512	1,696	1,699				**1,783**
Low-Income	680	655	687	733	747	775				**815**
URM	116	121	131	127	151	174				**165**
STEM+H	585	564	564	643	741	710				**747**
Northern Kentucky University										
Total	1,980	2,109	2,143	2,214	2,196	2,238				**2,400**
Low-Income	855	942	962	1,071	1,037	1,040				**1,050**
URM	139	132	183	185	209	246				**230**
STEM+H	486	572	587	648	672	722				**750**
University of Kentucky										
Total	3,735	4,022	3,988	4,238	4,540	4,642				**4,958**
Low-Income	1,100	1,203	1,287	1,350	1,423	1,494				**1,650**
URM	268	335	412	460	536	594				**621**
STEM+H	1,126	1,237	1,345	1,439	1,609	1,793				**1,735**
University of Louisville										
Total	2,702	2,731	2,821	2,832	2,705	3,010				**3,100**
Low-Income	1,042	1,121	1,218	1,211	1,137	1,203				**1,356**
URM	410	418	465	514	484	577				**585**
STEM+H	733	766	798	782	835	955				**1,085**
Western Kentucky University										
Total	2,694	2,627	2,751	2,704	2,817	2,851				**2,987**
Low-Income	1,265	1,272	1,381	1,390	1,353	1,276				**1,455**
URM	243	271	285	287	315	310				**347**
STEM+H	752	716	808	743	888	825				**1,021**
STATEWIDE BACHELOR'S DEGREES (publics only)										
Total	16,244	16,568	17,096	17,468	18,095	18,619				**19,696**
Low-Income	6,856	7,245	7,785	8,026	8,065	8,167				**8,775**
URM	1,548	1,619	1,933	1,990	2,131	2,401				**2,420**
STEM+H	4,501	4,702	5,093	5,302	5,922	6,272				**6,620**

Source: Kentucky Postsecondary Education Data System (KPEDS)

Degrees and Credentials Awarded

GRADUATE/PROFESSIONAL DEGREES	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University	751	793	744	791	903	939				950
Kentucky State University	64	50	49	52	45	40				60
Morehead State University	456	463	446	366	339	324				374
Murray State University	732	714	682	684	696	626				699
Northern Kentucky University	661	653	687	699	599	561				660
University of Kentucky	2,119	2,163	2,133	2,068	2,098	2,073				2,151
University of Louisville	1,988	1,894	1,798	1,919	1,937	1,944				2,011
Western Kentucky University	1,013	1,006	928	853	881	879				950
STATEWIDE (publics only)	7,784	7,736	7,467	7,432	7,498	7,386				7,855

Source: Kentucky Postsecondary Education Database System (KPEDS)

Non-Credit Workforce Training Hours

Highlights

- The statewide strategic agenda for the first time highlights this key part of the KCTCS mission. The metric is designed to capture the breadth and impact of these non-credit, workforce-driven programs.

- KCTCS, through their Workforce Solutions, provides customized employee training to over 5,000 Kentucky companies annually.

- Campuses provide training in multiple formats at employer locations. Through the KCTCS-TRAINS program, companies can offset the cost of training their employees.

- Because Workforce Solutions program delivery is tied directly to business/industry training demands and budgets, as well as to state funding, training hours fluctuate significantly from year to year.

About this Measure:

The number of credit hours of non-credit workforce courses offered by KCTCS in an academic year. The total number of clock hours in a course is multiplied by the number of students in the course. Then, clock hours are converted to credit hours in the following manner: fifteen clock hours equals one credit hour.

Year	Hours
2012-13	12,346
2013-14	12,319
2014-15	14,794
2015-16 Baseline	18,617
2016-17	17,160
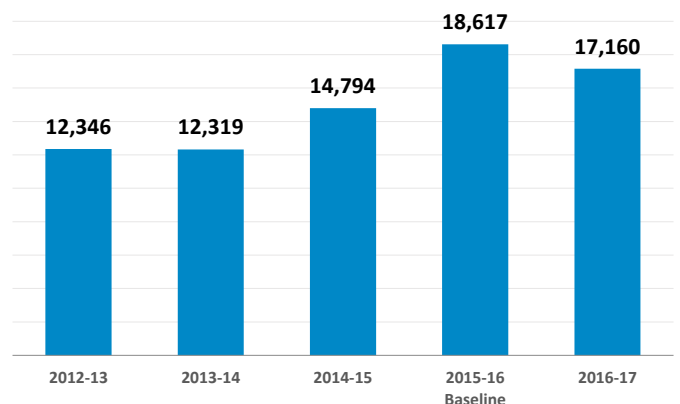
Source: Kentucky Community and Technical College System Workforce Solutions

Educational Attainment in Kentucky

About this Measure:

The percentage of Kentucky adults ages 25-64 with a postsecondary certificate or degree.

Bar chart:
- 2015 Baseline: 43.6%
- 2016: 44.6%
- 2030 Target: 60.0%
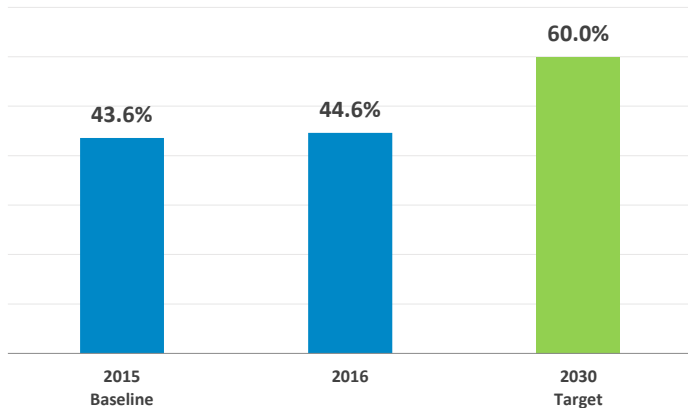
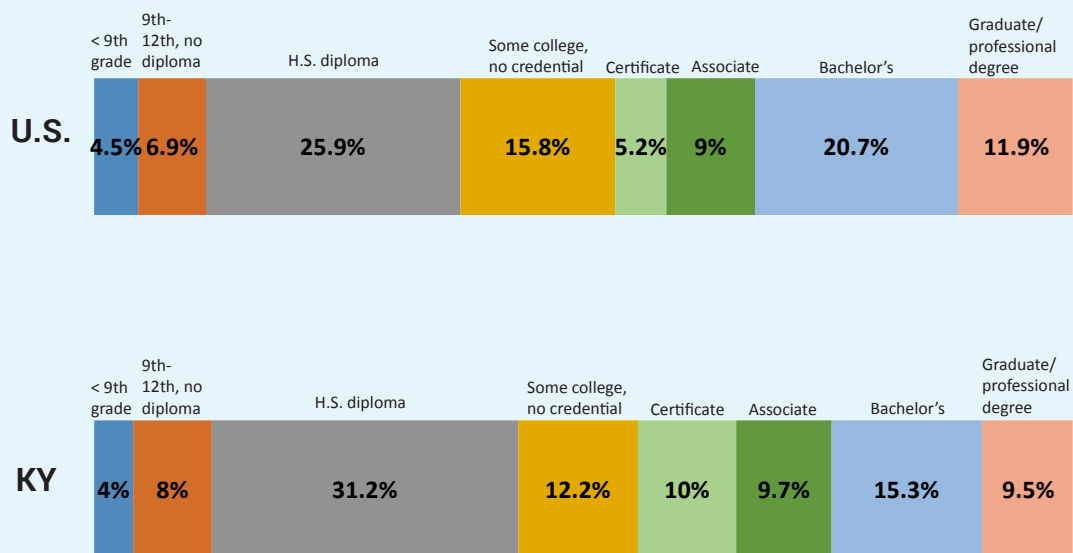*Source: The Lumina Foundation, "A Stronger Nation: Kentucky's Progress Toward the Goal"*

Highlights

- While Kentucky exceeds the national average in certificate and associate degree holders, we trail the national average in bachelor's and graduate degrees.

- There are 12 states where educational attainment exceeds 50%, with Massachusetts leading the way at 56.2%.

- Only six Kentucky counties have educational attainment rates of 40% or better. Fayette County has the highest rate at 51.6%, followed by Oldham at 51.1%, Boone at 43.5%, Campbell at 43.1%, Woodford at 42.8%, and Jefferson at 42.3%.

- Thirty counties have attainment rates lower than 20%, mostly in the eastern part of the state. Lee County has the lowest rate at 12.7%.

- Lumina reports the following attainment rates for racial and ethnic groups in Kentucky: Asian/Pacific Islander 58.3%, White 34.3%, African-American 25.3%, and Hispanic 24.2%.

To reach state goals and compete in the knowledge economy, Kentucky needs to increase the number of residents who enroll in postsecondary programs and earn all types of credentials beyond high school. In 2016, just over 31% of Kentucky's working-age adults had a high school diploma but no postsecondary experience, compared to a national average of nearly 26%. While Kentucky exceeds the national average in certificate and associate degree holders, we trail the national average in bachelor's and graduate degrees.

Education Level of Residents, Ages 25-64, in 2016

Because of rounding, the sum of these percentages may not equal 100.

U.S.
< 9th grade	9th-12th, no diploma	H.S. diploma	Some college, no credential	Certificate	Associate	Bachelor's	Graduate/professional degree
4.5%	6.9%	25.9%	15.8%	5.2%	9%	20.7%	11.9%

KY
< 9th grade	9th-12th, no diploma	H.S. diploma	Some college, no credential	Certificate	Associate	Bachelor's	Graduate/professional degree
4%	8%	31.2%	12.2%	10%	9.7%	15.3%	9.5%

Source: The Lumina Foundation, "A Stronger Nation: Kentucky's Progress Toward the Goal." http://strongernation.luminafoundation.org/report/2018/#state/KY

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Internships/Co-ops/Clinical Learning Experiences

About this Measure:

The percent of students graduating in an academic year (summer, fall, spring) with an associate or bachelor's degree that has participated in an internship, a cooperative work experience, or a clinical learning experience that would qualify for academic credit. This includes student teaching, apprenticeships, and practicums that encompass an entire academic credit-bearing course. This metric reflects student enrollment in actual internship, co-op, and clinical learning experiences, not experiences embedded in other courses. Students who receive these kinds of experiences tend to have higher retention and graduation rates and are more prepared for the challenges of the workplace.

INSTITUTION	2015-16 Baseline	2016-17*	2017-18	2018-19	2019-20	2020-21
Eastern Kentucky University	53.5%					
Kentucky Community and Technical College System	23.3%					
Kentucky State University	TBD					
Morehead State University	53.0%					
Murray State University	48.3%					
Northern Kentucky University	44%					
University of Kentucky	39%					
University of Louisville	60.4%					
Western Kentucky University	53.8%					

Source: Kentucky's public postsecondary institutions
**Data from 2016-17 are still being validated by the campuses.*

Graduates Working or Pursuing More Education

Highlights

- According to the National Association of Colleges and Employers (NACE), 81% of American bachelor's degree graduates and 89.6% of associate degree graduates in 2016 were employed or continuing their education within six months of graduating.

- Nearly 68% of the state's 2015 bachelor's degree graduates were working or continuing their education in Kentucky a year later, signficantly lower than the national average. However, this number does not capture students working or going to school out-of-state.

- Five years after graduation, 73.9% of comprehensive university baccalaureate graduates and 79.4% of research university baccalaureate graduates were employed in the state.

- A large majority (85.9%) of associate degree graduates stay in Kentucky to work or continue their education. Given current workforce demands in healthcare, IT, manufacturing, construction and service industries, the 90% target should be achievable.

About this Measure:

The percent of associate and bachelor's degree graduates working in Kentucky or pursuing additional education a year after graduation. Working status is determined by Kentucky wage records. There is a lag time in obtaining this data; for 2015 graduates working or going to school in 2016, information is not available until spring 2017.
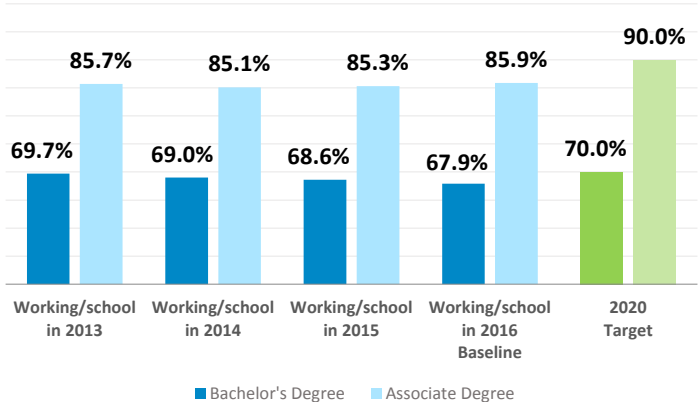
Source: Kentucky Center for Education and Workforce Statistics (KCEWS)

Research & Development Expenditures

About this Measure:

The amount of research and development expenditures in science and engineering from federal, state, local, corporate, foundation, and other sources. These amounts are displayed both with institutional funding (total research expenditures) and without institutional funding (extramural research expenditures).

INSTITUTION	FY12	FY13	FY14	FY15	FY16 Baseline	FY17	FY18	FY19	FY20	FY21
University of Kentucky										
With institutional funding	$360.8M	$339.8M	$328.2M	$331.7M	$349.7M					
Without institutional funding	$234.9M	$239.7M	$231.2M	$230.8M	$244.5M					
University of Louisville										
With institutional funding	$196.8M	$186.8M	$183.4M	$163.3M	$172.9M					
Without institutional funding	$131.5M	$121.5M	$114.3M	$109.3M	$117.5M					
Western Kentucky University										
With institutional funding	$10.6M	$9.3M	$9.2M	$7.9M	$8.9M					
Without institutional funding	$6.5M	$4.9M	$5.0M	$4.6M	$4.7M					

Source: National Science Foundation Survey of Research and Development Expenditures at Universities and Colleges

Highlights

■ Research and development expenditures is a widely used metric that allows universities to track the volume of annual spending in research and development enterprises and benchmark their progress against peer institutions. The ability of an institution to secure federal funding from the National Science Foundation helps attract high-quality faculty as well as business and industry investors.

■ Nationally, federal funding of higher education research and development increased in both current and constant dollars for the first time in 5 years, according to data from the Higher Education Research and Development (HERD) Survey by the National Center for Science and Engineering Statistics (NCSES) within the National Science Foundation (NSF). When adjusted for inflation, federal funding for higher education R&D increased by 1.4% between FY 2015 and FY 2016

■ Similarly, UK, UofL, and WKU all saw increases in FY16 in both total and extramural expenditures over the prior year, after several consecutive years of declines.

■ In 2016, UK ranked 64th, or in the 7.9 percentile, among all U.S. colleges and universities with regard to total research and development expenditures. UK's highest ranking in the past decade was in 2007, at 48th. UofL ranked 113th, or in the 13.3 percentile in 2016, but has ranked as high as 101st in the last decade, most recently in 2012. WKU ranked 337th in 2016, or in the 37.9 percentile, but has ranked as high as 292nd in the past decade, in 2007.

APPENDICES

STRONGER
by degrees

The Council on Postsecondary Education has a rich history of promoting diversity and inclusion at Kentucky's public postsecondary institutions. In 1982, the Commonwealth of Kentucky Higher Education Desegregation Plan was first developed in response to a U.S. Department of Education's Office for Civil Rights (OCR) finding that Kentucky had "failed to eliminate the vestiges of its former de jure racially dual system of public higher education." For the next 25 plus years, CPE focused the desegregation plan and subsequent revisions on increasing the enrollment and success of African-American students, increasing the number of African-American employees on campus, and enhancing Kentucky State University, with later versions also focusing on improving campus climate. To provide oversight on plan implementation and prioritize diversity initiatives, CPE created the Committee on Equal Opportunities (CEO).

In December of 2008, the OCR released Kentucky from the remedial planning process, but CPE continued its efforts to promote equity and close achievement gaps. A new diversity policy was adopted on September 23, 2016, called the Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion. This statewide policy is grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, the public postsecondary institutions within the Commonwealth must embrace diversity and equity within constitutional and legal parameters, commit to improving academic achievement of all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce.

The policy directs campuses to develop diversity plans focused on the three priority areas of the statewide strategic agenda: Opportunity, Success, and Impact. These are the metrics for which campuses establish performance targets.

OPPORTUNITY

■ **Undergraduate Enrollment.** The percentage of total undergradate enrollment that is African American or Black, Hispanic or Latino, and part of an underrepresented minority propulation. URM students include American Indian or Alaskan natives, native Hawaiian or other Pacific Islanders, and students identifying as two or more races.

■ **Graduate and Professional Enrollment.** The percentage of total graduate enrollment that is part of an underrepresented minority population. This metric does not apply to KCTCS.

SUCCESS

■ **First-year to Second-Year Retention.** The percentage of first-time, underrepresented minority and low-income students seeking a credential or degree who are still enrolled at the same institution the following fall. Low-income students are defined as federal Pell grant recipients.

■ **Graduation Rates.** The percentage of first-time, full-time underrepresented minority and low-income students seeking a credential or degree who obtain a degree from the same institution within 150% of the normal time frame (three years for associate degree programs and six years for bachelor's degree programs).

■ **Degrees and Credentials.** The number of degrees and credentials awarded to underrepresented minority and low-income students.

IMPACT

■ **Faculty/Tenure Track Employees.** The percentage of full-time faculty/tenure track employees who are from an underrepresented minority group, including those who identify as two or more races. For KCTCS, this metric includes instructional staff.

■ **Management Occupations**. The percentage of employees holding managerial or administrative positions who are from an underrepresented minority group, including those who identify as two or more races.

For an institution to remain eligible to offer new academic programs per KRS 164.020(20), it must demonstrate progress toward meeting goals and provide evidence that identified strategies are being implemented with fidelity. If institutions are not making satisfactory progress, they must submit a peformance improvement plan. Once approved, an institution may request a waiver to offer a new academic program if the institution can provide sufficient assurance that offering the new program will not divert resources from improvement efforts. The request for a waiver is submitted to the CEO for review, and then to CPE for final approval. Approval must be granted before the institution can initiate the program approval process.

The following tables display progress toward the goals campuses established through the statewide diversity planning process to improve Opportunity and Impact. The diversity metrics for Success are included on pages 18-21.

Appendix 2: Diversity Plan Metrics

Undergraduate and Graduate Enrollment

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Target
Eastern Kentucky University								
UG Black, Non-Hispanic Only	5.5%	6.0%	5.7%	5.5%	5.6%			**6.0%**
UG Hispanic or Latino	1.8%	2.0%	2.4%	2.7%	2.8%			**2.8%**
UG URM	9.8%	10.7%	10.9%	11.1%	11.6%			**12.0%**
Graduate URM	8.9%	9.6%	9.9%	8.8%	10.4%			**10.4%**
KCTCS								
UG Black, Non-Hispanic Only	9.2%	9.4%	8.5%	8.0%	7.9%			**9.2%**
UG Hispanic or Latino	2.7%	3.0%	3.3%	3.7%	4.2%			**4.4%**
UG URM	14.0%	14.8%	14.6%	14.8%	15.4%			**16.3%**
Kentucky State University								
UG Black, Non-Hispanic Only	56.4%	53.9%	51.9%	46.8%	48.2%			**45.0%**
UG Hispanic or Latino	1.3%	1.8%	3.2%	2.2%	2.0%			**5.0%**
UG URM	60.1%	58.3%	58.0%	51.9%	53.6%			**60.0%**
Graduate URM	54.6%	45.4%	47.1%	42.9%	43.2%			**50.0%**
Morehead State University								
UG Black, Non-Hispanic Only	3.3%	3.6%	3.4%	3.4%	3.1%			**3.8%**
UG Hispanic or Latino	1.1%	1.5%	1.4%	1.9%	1.8%			**1.6%**
UG URM	5.9%	6.7%	6.9%	7.7%	6.9%			**7.6%**
Graduate URM	5.6%	6.8%	8.1%	6.5%	6.4%			**8.6%**
Murray State University								
UG Black, Non-Hispanic Only	6.8%	7.0%	6.8%	6.4%	5.8%			**6.4%**
UG Hispanic or Latino	1.8%	1.8%	2.0%	1.9%	1.9%			**2.1%**
UG URM	10.3%	10.8%	11.2%	10.9%	10.6%			**11.3%**
Graduate URM	8.8%	8.7%	8.8%	8.9%	8.9%			**8.9%**
Northern Kentucky University								
UG Black, Non-Hispanic Only	6.5%	6.7%	6.6%	6.7%	6.7%			**7.1%**
UG Hispanic or Latino	2.4%	2.6%	2.9%	3.1%	3.2%			**3.9%**
UG URM	11.0%	11.6%	12.3%	12.6%	12.9%			**14.0%**
Graduate URM	8.0%	9.2%	10.0%	12.2%	12.8%			**15.0%**
University of Kentucky								
UG Black, Non-Hispanic Only	7.7%	7.6%	7.5%	7.8%	7.7%			**8.3%**
UG Hispanic or Latino	3.3%	3.8%	4.2%	4.4%	4.8%			**4.9%**
UG URM	14.0%	14.7%	15.3%	16.1%	16.6%			**17.7%**
Graduate URM	8.1%	7.6%	8.5%	9.8%	8.9%			**9.9%**

Diversity Plan Metrics

Undergraduate and Graduate Enrollment, continued

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Target
University of Louisville								
UG Black, Non-Hispanic Only	11.3%	10.9%	11.0%	11.1%	11.3%			**14.0%**
UG Hispanic or Latino	3.6%	3.9%	4.0%	4.4%	4.8%			**6.0%**
UG URM	18.6%	19.0%	19.4%	20.3%	21.7%			**23.0%**
Graduate URM	12.5%	13.6%	13.8%	14.5%	15.3%			**15.5%**
Western Kentucky University								
UG Black, Non-Hispanic Only	10.4%	9.7%	8.9%	8.8%	8.5%			**10.0%**
UG Hispanic or Latino	2.4%	2.6%	3.1%	3.1%	3.4%			**4.0%**
UG URM	15.1%	14.9%	14.9%	15.2%	15.5%			**15.8%**
Graduate URM	13.4%	13.3%	12.6%	11.5%	13.6%			**13.1%**

Source: Kentucky Postsecondary Education Data System (KPEDS)

Workforce Diversity

INSTITUTION	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University								
Tenured/Tenure-Track Faculty	7.9%	8.3%	8.3%	8.3%				**8.7%**
Management Occupations	6.0%	5.5%	8.5%	12.0%				**8.9%**
KCTCS								
FTE Instructional Staff	5.6%	5.7%	6.0%	6.0%				**9.3%**
Management Occupations	11.8%	12.2%	12.8%	12.7%				**16.2%**
Kentucky State University								
Tenured/Tenure-Track Faculty	27.8%	30.2%	33.7%	34.1%				**45.0%**
Management Occupations	80.0%	70.5%	69.4%	67.7%				**70.0%**
Morehead State University								
Tenured/Tenure-Track Faculty	7.7%	7.2%	7.0%	7.5%				**7.5%**
Management Occupations	5.0%	8.1%	6.9%	2.6%				**8.4%**
Murray State University								
Tenured/Tenure-Track Faculty	7.3%	6.5%	6.1%	5.8%				**6.1%**
Management Occupations	10.8%	10.1%	10.1%	6.9%				**10.1%**
Northern Kentucky University								
Tenured/Tenure-Track Faculty	8.2%	9.0%	9.7%	9.1%				**12.0%**
Management Occupations	9.2%	8.6%	10.5%	10.0%				**12.5%**

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Diversity Plan Metrics

Workforce Diversity, continued

INSTITUTION	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
University of Kentucky								
Tenured/Tenure-Track Faculty	6.1%	6.2%	6.4%	6.5%				**8.9%**
Management Occupations	6.9%	6.1%	5.2%	5.9%				**9.3%**
University of Louisville								
Tenured/Tenure-Track Faculty	9.6%	10.3%	10.7%	10.8%				**11.5%**
Management Occupations	11.2%	12.0%	11.5%	12.2%				**12.5%**
Western Kentucky University								
Tenured/Tenure-Track Faculty	10.6%	10.3%	9.3%	9.4%				**10.3%**
Management Occupations	14.0%	16.2%	14.8%	14.0%				**15.8%**

Source: Kentucky Postsecondary Education Data System (KPEDS)

Appendix 3: Performance Funding

In 2017, Governor Bevin signed into law Senate Bill 153, which established a new funding model based on institutional performance (70%), campus enrollment (10%), instructional and student services spending (10%), and facilities costs (10%). Overall, there is some alignment between the student success metrics in the model and the strategic agenda metrics in this report. The model will be used to distribute state General Fund appropriations to institutions, net of mandated programs and a small-school adjustment, and will be phased in gradually, beginning in FY 2018.

35% Student Success

KCTCS
-Credentials awarded
-Credentials in STEM+H, high-demand & targeted fields
-Credentials by URM, low-income & underprepared students
-Progression (@ 15, 30, 45 hrs.)
-Transfers

UNIVERSITIES
-BA/BS degrees awarded
-Degrees per 100 FTE students
-BA/BS degrees in STEM+H fields
-BA/BS by URM & low-income students
-Progression (@ 30, 60, 90 hrs.)

35% Course Completion
Based on each institution's share of sector total student credit hours earned, weighted to account for cost differences by degree level and academic discipline.

10% Maintenance and Operations
Based on each institution's share of square footage dedicated to student learning.

10% Institutional Support
Based on each institution's share of sector total instructional and student services spending.

10% Enrollment Support
Based on each institution's share of sector total full-time enrollment.

1. **First Year (2017-18):** Distributes $42.9M in the postsecondary education performance fund. These funds will be distributed according to the model (Kentucky State University was exempted from the model in the first year).

2. **Second Year (2018-19):** The funding model will be applied to the full amount of allocable resources, but a hold-harmless provision will prevent the transfer of any funds among institutions.

3. **Third Year (2019-20):** The third year includes a 1% stop-loss provision, meaning that campuses compete for funding but can lose no more than 1% of base funding.

4. **Fourth Year (2020-21):** The fourth year includes a 2% stop-loss provision, meaning that campuses compete for funding but can lose no more than 2% of base funding.

5. **Moving forward:** The hold-harmless and stop-loss provisions will sunset, allowing 100% of allocable resources to be distributed according to the model. The Performance Funding Working Group will assess the model at the end of year three and report findings to the Governor and legislature, which could make adjustments.

Appendix 4: Statewide Scorecard

POLICY AREA 1: OPPORTUNITY							
METRIC	**Prior Year**	**Baseline**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21 Target**
College Readiness of College Entrants							
KCTCS	46.2%	60.7%	63.9%				**66%**
Public Universities	83.8%	87.2%	88.8%				**90%**
In-State College-Going Rate	55%	54%	53.5%				**65%**
KY Adults Enrolled in College	3%	3.1%	3%				**4%**
KY Population without a High School Credential	13.4%	12.9%	12.6%				**10%**
High School Equivalency Diplomas Awarded	1,663	3,091	3,299				**5,000**
College-Going Rate of Adult Education Students	22.9%	22.6%	29%				**32%**
Average Net Price							
KCTCS	$6,780	$6,923	TBD				**No goal**
Comprehensive Universities	$10,484	$10,298	TBD				**No goal**
Research Universities	$16,327	$17,049	TBD				**No goal**
Net General Fund Appropriations per Student	$6,158	$6,223	$5,848				**No goal**
Progress of Underprepared Students							
English	40.1%	40.6%	40.8%				**70%**
Mathematics	20.2%	26.1%	24.2%				**60%**

POLICY AREA 2: SUCCESS							
METRIC	**Prior Year**	**Baseline**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21 Target**
3-Year Graduation Rate							
Overall	25.5%	26.8%	27.1%				**30.5%***
Underrepresented Minority	14.1%	16.5%	17.2%				**22.5%***
Low-Income	23.4%	23.4%	23.8%				**28%***
6-Year Graduation Rate (including AIKCU)							
Overall	49.4%	49.8%	50.5%				**60%**
Underrepresented Minority	34.8%	37.3%	36.8%				**50%**
Low-Income (publics only)	36.3%	38.8%	37.1%				**50%**
1st-Year to 2nd-Year Retention-KCTCS							
Overall	50.1%	52.6%	54%				**54.4%***
Underrepresented Minority	40.1%	45.1%	47%				**46.8%***
Low-Income	47.6%	50.3%	52.8%				**53.7%***
1st-Year to 2nd-Year Retention (including AIKCU)							
Overall	65.7%	67.7%	68.3%				**75%**
Underrepresented Minority	56.9%	60.8%	62.4%				**72%**
Low-Income	54.7%	59%	59.6%				**72%**
Statewide Completion Rate							
KCTCS	40.4%	40%	TBD				**45%**
Public Universities	57.3%	58.5%	TBD				**65%**

Statewide Scorecard

METRIC	Prior Year	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
POLICY AREA 3: IMPACT							
KCTCS Transfers with an Associate Degree	37.4%	37.9%	TBD				**42.4%**
Average Credit Hours Earned at Graduation							
KCTCS	90.3	86.2	84.4				**80.0**
4-Year Colleges & Universities (Public and AIKCU)	139.4	139.0	138.6				**134.0**
Associate Degrees and Credentials (KCTCS only)							
Overall	30,012	30,765	34,502				**33,488***
Low-Income	21,090	20,339	23,218				**22,139***
Underrepresented Minority	3,228	3,340	3,705				**3,757***
STEM+H	10,960	10,687	11,903				**11,633***
Bachelor's Degrees Awarded (Including AIKCU)							
Overall	22,041	22,799	23,189				**24,737**
Low-Income (publics only)	8,026	8,066	8,165				**8,775**
Underrepresented Minority	2,513	2,708	2,920				**2,938**
STEM+H	6,431	7,091	7,514				**7,694**
Graduate Degrees Awarded (including AIKCU)	10,146	10,362	10,639				**11,200**
KCTCS Non-Credit Workforce Training	14,794	18,617	17,160				**No goal**
Educational Attainment in Kentucky	NA	43.6%	44.6%				**60% (2030)**
Graduates Working or Pursuing More Education							
Associate Degree	85.1%	85.3%	85.9%				**90%**
Bachelor's Degree	69%	68.6%	67.9%				**70%**
Research & Development Expenditures (UK & UofL only)							
With Institutional Funding	$511.6M	$495M	$522.6M				**No goal**
Without Institutional Funding	$345.5M	$340.1M	$362M				**No goal**

KCTCS targets were developed by the system office and approved by the board as part of their strategic plan. Targets that have been exceeded in advance of 2020-21 will be revised.

Appendix 5: AIKCU DATA

The Association of Independent Kentucky Colleges and Universities serves as the voice of Kentucky's private, nonprofit, four-year colleges and universities. AIKCU's 18 member institutions serve more than 38,000 students and play a critical role in Kentucky's postsecondary education system, awarding about 8,000 degrees annually. AIKCU institutions are accredited by the Southern Association of Colleges and Schools Commission on College and licensed by the Council on Postsecondary Education.

METRIC	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Fall Total Headcount Enrollment										
Undergraduate	29,367	28,953	28,855	27,602	27,598	27,831				
Graduate	6,863	7,245	7,340	7,600	8,320	10,491				
Six-Year Graduation Rate										
Overall	50.4%	49.1%	49.1%	48.3%	47.4%	48.1%				
URM	33.9%	33.9%	34.4%	32.5%	32.4%	32.9%				
First-Year to Second-Year Retention										
Overall	67.5%	68.7%	69.7%	70.8%	67.6%	68.4%				
URM	62.9%	61.3%	57.9%	63%	63.5%	60.4%				
Average Credits to Degree										
Overall	NA	136.2	135.5	135.4	135.7	138.6				
Degrees Awarded										
Bachelor's - Total	4,620	4,595	4,538	4,573	4,704	4,570				
Bachelor's - URM	491	509	482	523	577	519				
Bachelor's - STEM	995	1,017	1,093	1,129	1,169	1,187				
Graduate Degrees	2,562	2,857	2,718	2,714	2,864	3,253				

Source: Kentucky Postsecondary Education Data System (KPEDS)

AIKCU Member Institutions

**Members of the Council on Postsecondary Education
(as of April 2018)**

Sherrill B. Zimmerman, Chair
Ben Brandstetter, Vice Chair

Ronald C. Beal
Joe E. Ellis
Kimberly A. Halbauer
Laura R. Harper
Lucas V. Mentzer
Donna Moore
Kristi Nelson
Joseph P. Papalia
Vidya Ravichandran
Shawn L. Reynolds
Robert H. Staat (faculty representative)
Sebastian Torres (student representative)
Carol Wright
Wayne D. Lewis (ex officio member)

Kentucky Council on Postsecondary Education

Kentucky
UNBRIDLED SPIRIT™

New Academic Programs

ACTION: The staff recommends that the Council approve the following four new academic programs at the University of Louisville:
- Bachelor of Science in Neuroscience (CIP 26.1501)
- Master of Science in Business Analytics (CIP 52.1399)
- Master of Science in Health Data Analytics (CIP 51.2299)
- Master of Health Administration (CIP 51.2211)

KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions. Council Staff has reviewed and recommends for approval the following programs:

University of Louisville

1. Bachelor of Science in Neuroscience (CIP 26.1501): The proposed Bachelor of Science in Neuroscience (BS in Neuroscience) is an interdisciplinary degree with a STEM-Health focus. The proposed program will be co-directed by faculty from the Department of Psychological and Brain Sciences and the Department of Anatomical Sciences and Neurobiology. Graduates of the 122-credit hour program will be trained to assess and analyze ideas and concepts from diverse disciplines and perspectives and will understand the relationship between the nervous system, behavior and health.

   Students will achieve an in-depth understanding of nervous system function, spanning from the molecular level to the cognition and behavior, and become familiar with the techniques that are used to measure nervous system function from the cellular level to the whole brain. Students will become familiar with methods under development to mitigate or restore functional loss in individuals who have disease or damage in the nervous system. Through mentored research experiences, students will learn to assess critically the neuroscience literature, learn experimental design and communicate research findings.

Graduates of this program will be poised for careers in a wide variety of areas, including those in neuroscience and health-related fields, the social sciences and the biological sciences, and will be well prepared for post-graduate study in graduate school and professional degree programs.

2. <u>Master of Science in Business Analytics (CIP 52.1399)</u>: The Master of Science in Business Analytics program will prepare first-rate analytics professionals for the new digital, data-driven economy. The graduates of the 30-credit hour program will possess advanced and up-to-date technical knowledge and skills to deal with the most complex business problems of today and tomorrow and will be able to effectively communicate actionable insights to relevant business constituencies. The College of Business will offer the program in various modalities including residential, hybrid, and online. There are no similar programs offered at public universities within the Commonwealth of Kentucky. Graduates will be qualified to pursue the following job fields: data scientist, advanced analytics professional, data analyst, data engineer, business analyst and business intelligence professional.

3. <u>Master of Science in Health Data Analytics (CIP 51.2299)</u>: The Master of Science in Health Data Analytics program will provide high-quality training in data analytics, including data mining and other data analytics techniques. This is a 36-credit hour curriculum that is designed for graduate education that builds upon the Department of Health Management and Systems Sciences expertise in data mining, data warehousing, and population health management. This program will contribute to filling a market niche with a documented current unmet need of more than one million jobs. In the U.S., demand for professionals trained in these areas is high and increasing, with an estimated 140,000 to 190,000 people with analytical expertise and 1.5 million managers and analysts with the skills to understand and make decisions based on the analysis of big data needed. This Program will be accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) and will be the first such analytics program accredited by CAHIIM in the Commonwealth of Kentucky.

4. <u>Master of Health Administration (MHA) (CIP 51.2211)</u>: The MHA program will provide high-quality health management education for mid-career working professionals. This is a 54-credit hour hybrid curriculum (one weekend per month and online sessions in-between classes) that is designed for executive

education, which builds upon the Department of Health Management and Systems Sciences expertise in urban population health management, community engagement, managing community disparities, health care entrepreneurship, and evidence-driven health care delivery. This program will be accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) and will be the first such executive Program accredited by CAHME in the Commonwealth of Kentucky.

13 KAR 2:020. Guidelines for Admission to State-Supported Postsecondary Institutions

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ACTION: Staff recommends that the Council approve the revised Kentucky Administrative Regulation 13 KAR 2:020, which sets guidelines for admission and course placement at public postsecondary institutions. The action would authorize staff to file the proposed administrative regulation amendment and the General Counsel, pursuant to KRS 13A.290(4) and KRS 13A.320(1)(b), to make such changes on behalf of the Council as necessary to comply with KRS Chapter 13A and obtain adoption of the amended regulation by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

KRS 164.020(8) requires that the Council on Postsecondary Education set minimum admission standards for students who wish to enroll at public postsecondary education institutions. 13 KAR 2:020 fulfills this obligation and advises prospective students, local school districts, and public postsecondary institutions on the minimum requirements for admission and course placement to facilitate transition into postsecondary education.

This amendment simplifies the current structure for minimum admission criteria and related course placement by focusing on core state-level policy objectives. It requires that traditional high school graduates admitted to a public university have a high school GPA of 2.5 on a 4.0 scale. Students with a 2.0 to 2.49 may enroll after signing a learning contract with the institution that specifies the advising, mentoring, tutoring and support services expectations for both the student and the institution, student learning goals and expectations, student participation requirements in a financial literacy program, the process by which student progress will be monitored, and the specified length of the learning contract.

The amendment also mandates the implementation of the corequisite model for students needing remediation in core content areas. A corequisite course is a credit-bearing course that includes enhanced academic supports, such as additional hours of instruction, tutoring, mentoring, or advising. Moving toward the corequisite model of remediation will assist students in progressing to a degree more quickly outside the traditional developmental model, which is often more costly and ineffective in progressing students toward degree completion.

Guidelines for Admission to State-Supported Postsecondary Institutions

13 KAR 2:020

April 27, 2018

Current Regulatory Scheme - Admission

- Basic requirements for 1st time admission to public universities
    - Graduate from a public high school or certified non-public high school.
    - Take the ACT.
    - Complete the pre-college curriculum
        - Complete minimum high school graduation; and
        - Meet world language requirements.
    - Exceptions – adult learners, transfer students, non-resident students, international students, active duty military, home school, GED®.
- Basic requirements for 1st time admission to KCTCS institutions
    - Graduate from a public high school, certified non-public high school, or earn a GED® diploma.
    - Exceptions – non-resident students, students with no high school credential, transfer students.

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Current Regulatory Scheme – Course Placement at Public Universities

(10) A state-supported university that admits a student in an associate or baccalaureate degree program who does not meet the system-wide standards of readiness for English, mathematics, or reading shall use a placement exam to place the student in the proper course. If the student scores below the system-wide standard of readiness in English, mathematics, or reading as outlined in the College Readiness Indicators document incorporated by reference, a university shall place the student in an:

(a) Appropriate developmental course in the relevant discipline within two (2) semesters following a student's initial enrollment; or

(b) Appropriate entry-level college course within two (2) semesters following a student's initial enrollment, if the course is a supplemental course or program.

(11)(a) A student shall not be required to enroll in a developmental or supplemental course in English if the student has:

1. A sub-score on the ACT Assessment of eighteen (18) or higher;

2. Met an English benchmark placement score outlined in the College Readiness Indicators document;

3. Successfully completed a high school English transitional course or intervention program and met the system-wide English benchmark for readiness outlined in the College Readiness Indicators document; or

4. Successfully completed a developmental or supplemental English course at a public postsecondary education institution if the course meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(b) A student shall not be required to enroll in a developmental or supplemental mathematics course if the student is enrolling in a liberal arts mathematics course, and has:

1. A sub-score on the ACT Assessment of nineteen (19) or higher;

2. Met a liberal arts mathematics benchmark placement score outlined in the College Readiness Indicators document;

3. Successfully completed a high school mathematics transitional course or intervention program and met the system-wide mathematics benchmark for readiness for a mathematics liberal arts course outlined in the College Readiness Indicators document; or

4. Successfully completed a developmental or supplemental mathematics course at a state-supported postsecondary education institution that meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(c) A student shall not be required to enroll in a developmental or supplemental course in college algebra if the student has:

1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;

2. Met a college algebra mathematics benchmark placement score outlined in the College Readiness Indicators document; or

3. Successfully completed a developmental or supplemental mathematics course at a state-supported postsecondary education institution that meets the system-wide learning outcomes for college algebra identified in the College Readiness Indicators document.

(d) A student shall not be required to enroll in a developmental or supplemental course in reading if the student has:

1. A sub-score on the ACT Assessment of twenty (20) or higher;

2. Met a reading benchmark placement score outlined in the College Readiness Indicators document;

3. Completed twelve (12) hours of reading intensive work at a postsecondary education institution;

4. Successfully completed a high school reading transitional course or intervention program and met the system-wide English benchmark for readiness outlined in the College Readiness Indicators document; or

5. Successfully completed a developmental or supplemental reading course at a state-supported postsecondary education institution that meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(e) A student who scores twenty-seven (27) or higher on the ACT Assessment in mathematics shall be permitted to enroll in a credit-bearing calculus course.

(f) A student who demonstrates a level of competence by achieving the standards established in the College Readiness Indicators document, and by achieving the scores contained in paragraphs (a) through (e) of this subsection shall be guaranteed placement in credit-bearing course work.

(12) An adult learner who has been admitted without taking the ACT Assessment or the SAT shall be placed into an appropriate course based on the following tests:

(a) The ACT Residual Test

(b) The ASSET Testing Program;

(c) The COMPASS Testing Program;

(d) The KYOTE Testing Program;

(e) The ACCUPLACER Testing Program; or

(f) An institutional placement test.

(13) An institution shall be responsible for determining the remediation required including the number of developmental courses required.

(14) An institution shall enroll a student who scores below the state-wide readiness standards in an appropriate developmental or entry-level course until readiness for credit-bearing courses has been demonstrated. An institution shall ensure that a student who completes a developmental or supplemental course shall enroll in a credit-bearing course in that subject or discipline, or in the case of reading, in an appropriate course requiring college-level reading skills.

(15) A university shall report to the Council data that monitors the performance of first-time students in developmental and entry-level courses. The core elements of the first-time student performance monitoring system shall include:

(a) ACT or SAT scores;

(b) Institutional placement exam results;

(c) Information that identifies whether a course is developmental, entry-level, or entry-level with supplementary academic support provided; and

(d) Grades in developmental entry-level courses.

Current Regulatory Scheme –
Course Placement at KCTCS Institutions

(5) KCTCS, in admitting a student to a degree program who does not meet the system-wide standards of readiness for English, mathematics, or reading, shall use a placement exam to place the student in the proper course. If the student scores below the system-wide standard of readiness in English, mathematics, or reading as outlined in the College Readiness Indicators document incorporated by reference, the institution shall place the student in an:

(a) Appropriate developmental course or adult education course of study in the relevant discipline within two (2) semesters following a student's initial enrollment; or

(b) Appropriate entry-level college course within two (2) semesters following a student's initial enrollment, if the course is a supplemental course or program.

(6)(a) A student shall not be required to enroll in a developmental or supplemental course in English if the student has:

1. A sub-score on the ACT Assessment of eighteen (18) or higher;

2. Met an English benchmark placement score outlined in the College Readiness Indicators document;

3. Successfully completed a high school English transitional course or intervention program and met the system-wide English benchmark for readiness outlined in the College Readiness Indicators document; or

4. Successfully completed a developmental or supplemental English course at a state-supported postsecondary education institution if the course meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(b) A student shall not be required to enroll in a developmental or supplemental mathematics course if the student is enrolling in a liberal arts mathematics course, and has:

1. A sub-score on the ACT Assessment of nineteen (19) or higher;

2. Met a liberal arts mathematics benchmark placement score outlined in the College Readiness Indicators document;

3. Successfully completed a high school mathematics transitional course or intervention program and met the system-wide mathematics benchmark for readiness for a mathematics liberal arts course outlined in the College Readiness Indicators document; or

4. Successfully completed a developmental or supplemental mathematics course at a state-supported postsecondary education institution that meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(c) A student shall not be required to enroll in a developmental or supplemental course in college algebra if the student has:

1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;

2. Met a college algebra mathematics benchmark placement score outlined in the College Readiness Indicators document; or

3. Successfully completed a developmental or supplemental mathematics course at a state-supported postsecondary education institution that meets the system-wide learning outcomes for college algebra identified in the College Readiness Indicators document.

(d) A student shall not be required to enroll in a developmental or supplemental course in reading if the student has:

1. A sub-score on the ACT Assessment of twenty (20) or higher;

2. Met a reading benchmark placement score outlined in the College Readiness Indicators document;

3. Completed twelve (12) hours of reading intensive work at a postsecondary education institution;

or intervention program and met the system-wide English benchmark for readiness outlined in the College Readiness Indicators document; or

5. Successfully completed a developmental or supplemental reading course at a state-supported postsecondary education institution that meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(e) A student who scores twenty-seven (27) or higher on the ACT Assessment in mathematics shall be permitted to enroll in a credit-bearing calculus course.

(f) A student who demonstrates a level of competence by achieving the standards established in the College Readiness Indicators document, and by achieving the scores contained in paragraph (a) through (d) of this subsection shall be guaranteed placement in credit-bearing course work.

(7) An adult learner who has been admitted without taking the ACT Assessment or the SAT may be placed into an appropriate course based on the following tests:

(a) The ACT Residual Test;

(b) The ASSET Testing Program;

(c) The COMPASS Testing Program;

(d) The KYOTE Testing Program;

(e) The ACCUPLACER Testing Program; or

(f) An institutional placement test.

(8) An institution shall be responsible for determining the remediation required including the number of developmental courses required.

(9) An institution shall enroll a student who scores below the state-wide readiness standards in an appropriate developmental or entry-level course until readiness for credit-bearing courses has been demonstrated. An institution shall ensure that a student who completes a developmental or supplemental course shall enroll in a credit-bearing course in that subject or discipline, or in the case of reading, in an appropriate course requiring college-level reading skills.

(10) KCTCS may exempt students enrolled in selected occupational based certificate or diploma programs from an assessment and placement in English, mathematics, or reading. The list of certificate and diploma programs that exempt students from the required assessment and placement shall be published by KCTCS in the student catalog.

(11) KCTCS shall report to the Council data that monitors the performance of first-time students in developmental and entry-level courses. The core elements of the first-time student performance monitoring system shall include:

(a) ACT or SAT scores;

(b) Institutional placement exam results;

(c) Information that identifies whether a course is developmental, entry-level, or entry-level with supplementary academic support provided; and
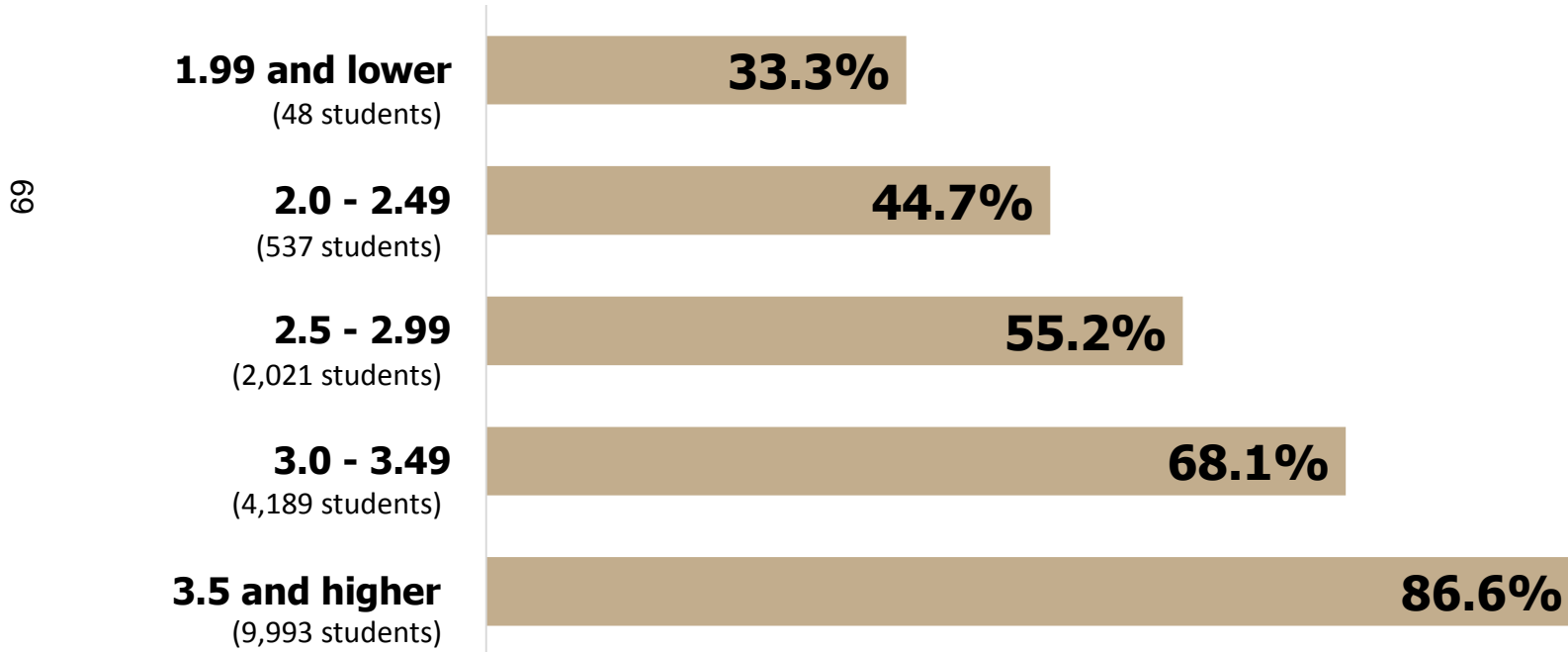
(d) Grades in developmental entry-level courses.

GPA Tied to Retention Success at Public Universities

First to Second Year College Retention Rates
Fall 2016 – Fall 2017, First-Time Full-Time Freshmen

GPA upon high school graduation

1.99 and lower
(48 students) — **33.3%**

2.0 - 2.49
(537 students) — **44.7%**

2.5 - 2.99
(2,021 students) — **55.2%**

3.0 - 3.49
(4,189 students) — **68.1%**

3.5 and higher
(9,993 students) — **86.6%**

Note: Total cohort size: 17,516 students.
Source: Kentucky Comprehensive Database. Data, Research and Analysis Unit.

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Proposed New Regulatory Scheme – University Admission

- Focus on High School performance as a predictor of postsecondary success.

- Students admitted must have a 2.5 GPA.

- Students with a 2.0 to 2.49 may be admitted if they enter into a learning contact prior to enrollment.

Proposed New Regulatory Scheme – University Admission

- Learning Contract - signed by the student and a designated institution representative after a personal consultation that sets forth the:
  - Advising, mentoring, tutoring and support services expectations for both the student and the institution;
  - Student learning goals and expectations;
  - Student participation requirements in a financial literacy program;
  - Process by which student progress will be monitored; and
  - Specified length of the learning contract.
- Pre-college curriculum requirements maintained.
  - Allow world language requirements to be met in college if not obtained in high school.
- Must take college admission or academic readiness assessment set by KDE.
- Exemptions maintained for non-resident, transfer, international, and high school equivalency diploma holders.

Proposed New Regulatory Scheme – KCTCS Institution Admission

KCTCS institutions shall develop admission criteria for all programs and courses offered consistent with the type of course or program and its mission set forth in KRS 164.580, such as providing accessible education and training to support the lifelong learning needs of Kentucky citizens.

Proposed New Regulatory Scheme - Dual Credit and Early College Admission

- Accelerated pathway and dual credit courses in general education
  - Students must maintain an unweighted high school GPA of 2.5 on a 4.0 scale; and
  - Meet course prerequisites established by the institution.
- Career and technical education dual credit courses
  - Students must meet course prerequisites established by the institution.

Proposed New Regulatory Scheme – Course Placement

Underprepared Students Face Barriers

GRADUATION RATES: KENTUCKY PUBLIC INSTITUTIONS
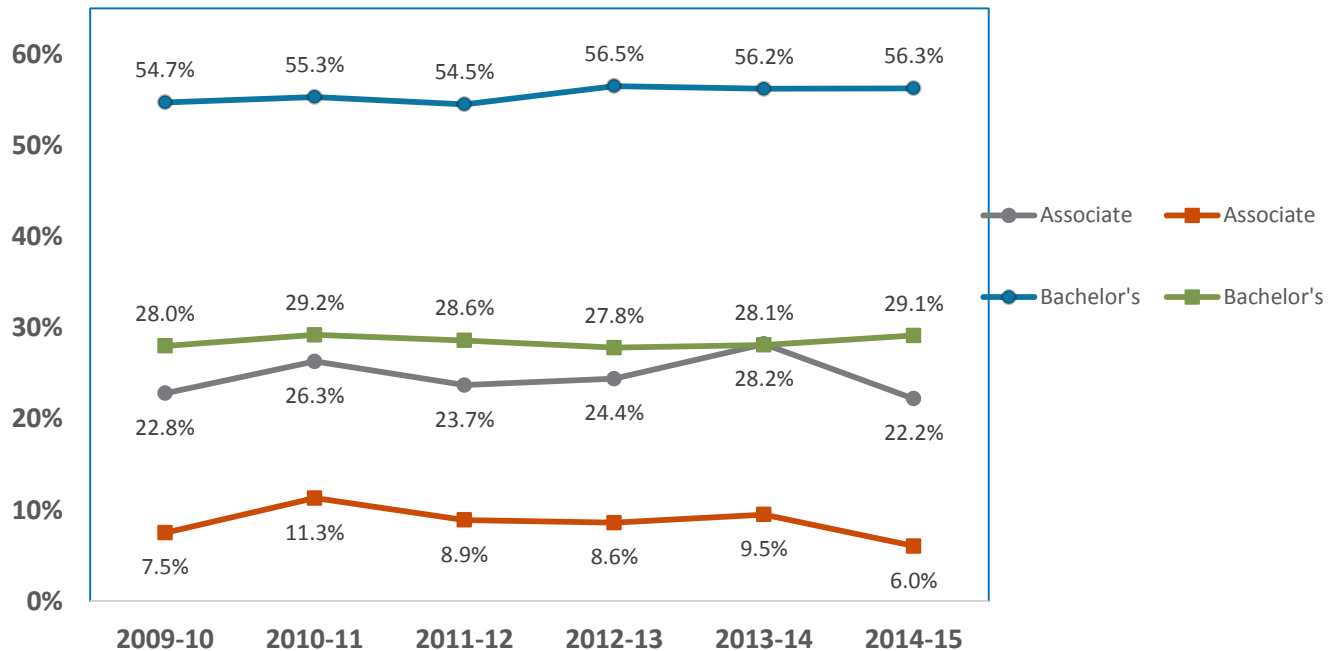
Proposed New Regulatory Scheme – Course Placement

- Corequisite Model of Developmental Education
  - Developmental Course - a course that prepares a student for college-level study and does not award credit toward a credential or degree.
  - Corequisite Course - a course that includes enhanced academic supports, such as additional hours of instruction, tutoring, mentoring, or advising that awards credit toward a credential or degree.
    - Students receive targeted support to increase their comprehension of the college-level material, while faculty members contextualize developmental concepts around topics in the credit-bearing course.
  - <u>The key is that students receive credit for their work toward their program of study</u>, rather than spending time (and money) for coursework only designed to prepare them to enter into the credit-bearing course.

Proposed New Regulatory Scheme – College Readiness Indicators

Readiness Score Area	ACT Score	SAT Score[2]	KYOTE[3]	GED College Readiness	PARCC[4]	SMARTER BALANCED[4]	COMPASS[5,6]
English (Writing)	English 18 or higher	Evidence-Based Reading and Writing 430 or higher or 25 on the Writing and Language Test	Writing 6 or higher[7]	Reasoning through the Language Arts 165 or higher	English Language Arts/Literacy 4 or higher	English/ Language Arts Level 4	Writing 74 or higher[8]
Reading	Reading 20 or higher	Evidence-Based Reading and Writing 470 or higher or 25 on the Reading Test	Reading 20 or higher	Reasoning through the Language Arts 165 or higher	English Language Arts/Literacy 4 or higher	English/ Language Arts Level 4	Reading 85 or higher
Mathematics (Quantitative Reasoning)	Mathematics 19 or higher	Mathematics 460 or higher	College Readiness Mathematics 22 or higher	Mathematical Reasoning 165 or higher	Mathematics 4 or higher	Mathematics Level 4	Algebra Domain 36 or higher
Mathematics (College Algebra)	Mathematics 22 or higher	Mathematics 510 or higher	College Algebra 14 or higher	NA	NA	NA	Algebra Domain 50 or higher
Mathematics (Calculus)	Mathematics 27 or higher	Mathematics 610 or higher	Calculus 15 or higher	NA	NA	NA	NA

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Proposed New Regulatory Scheme – Course Placement

Comprehensive Universities:
English Gateway Course Completion in One Semester
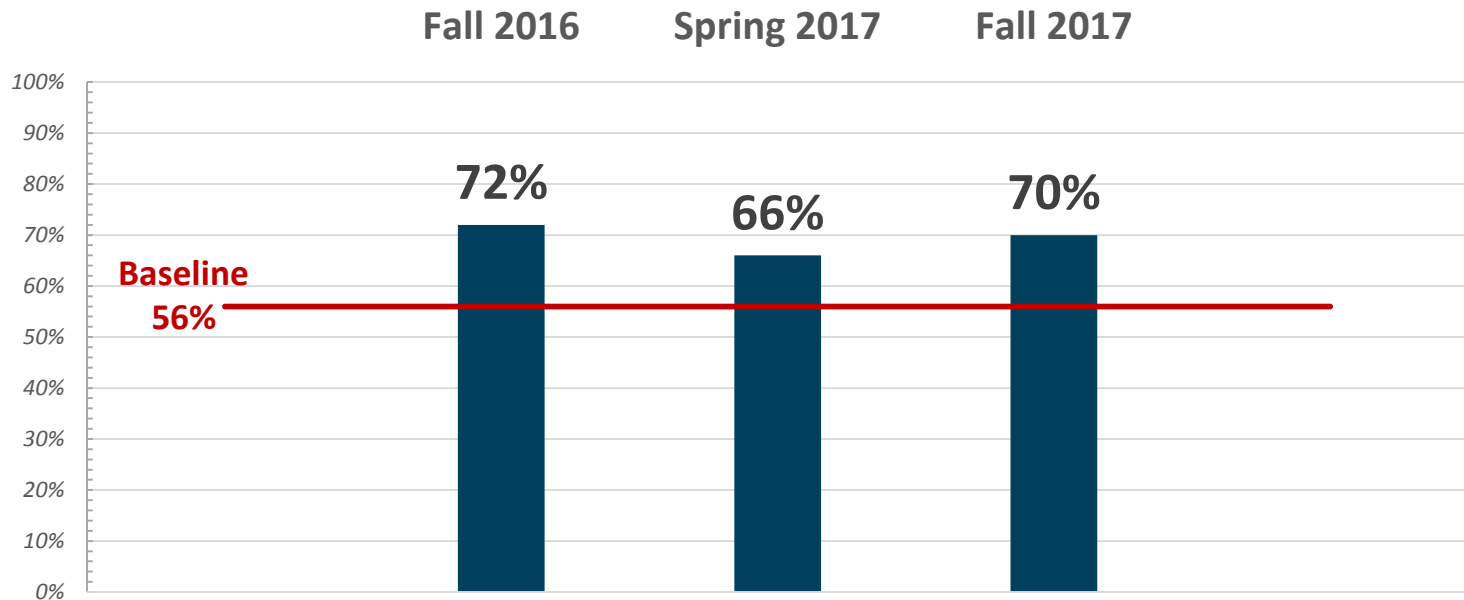
*Baseline represents the percentage of students who completed the gateway course within two years of completing the developmental education course.

Proposed New Regulatory Scheme — Course Placement

Comprehensive Universities:
College Algebra Gateway Course Completion in One Semester
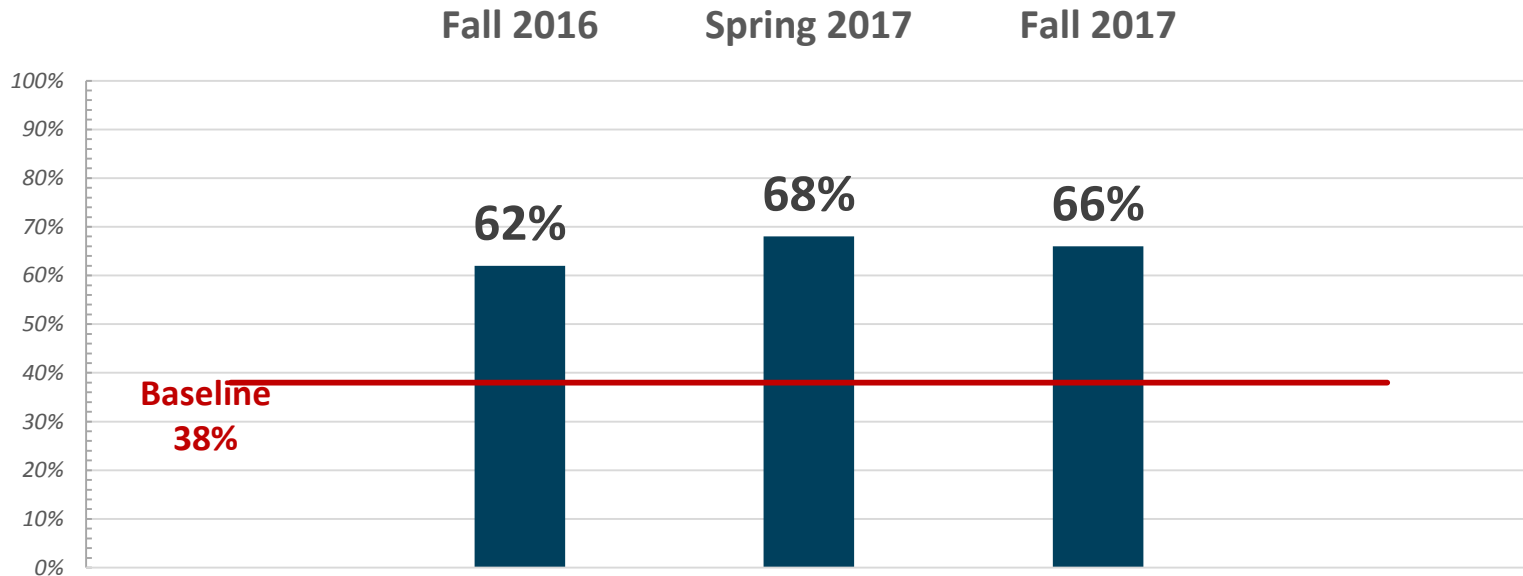
*Baseline represents the percentage of students who completed the gateway course within two years of completing the developmental education course.

Proposed New Regulatory Scheme – Course Placement

KCTCS:
English Gateway Course Completion in One Semester
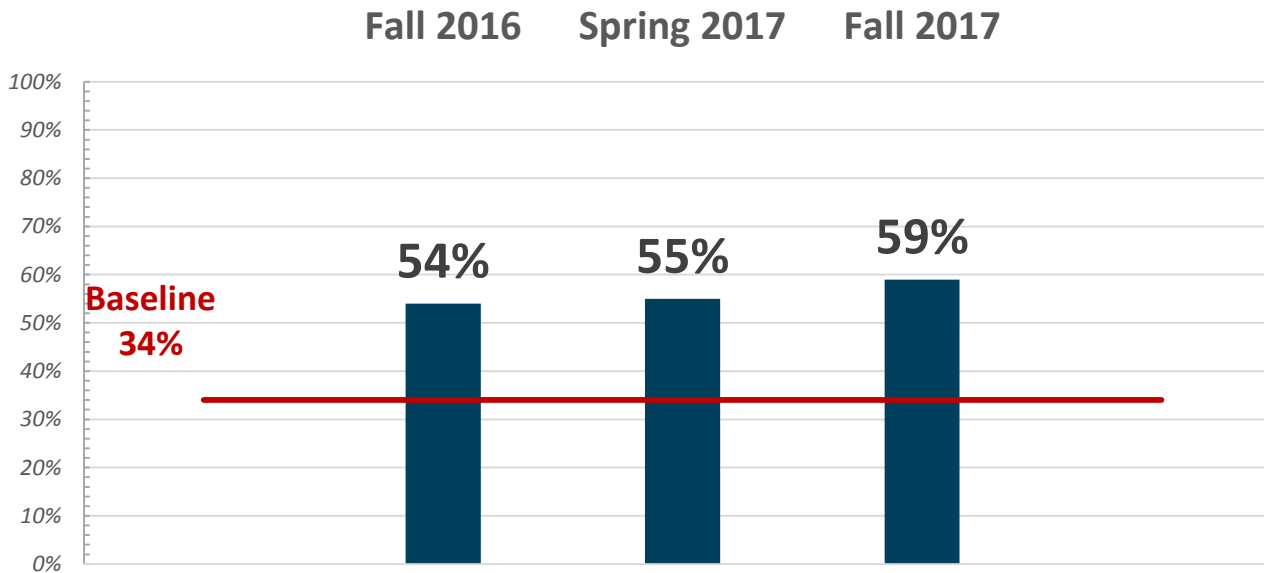
* Baseline represents the percentage of students who completed the gateway course within two years of completing the developmental education course.

Proposed New Regulatory Scheme – Course Placement

KCTCS:
College Algebra Gateway Course Completion in One Semester
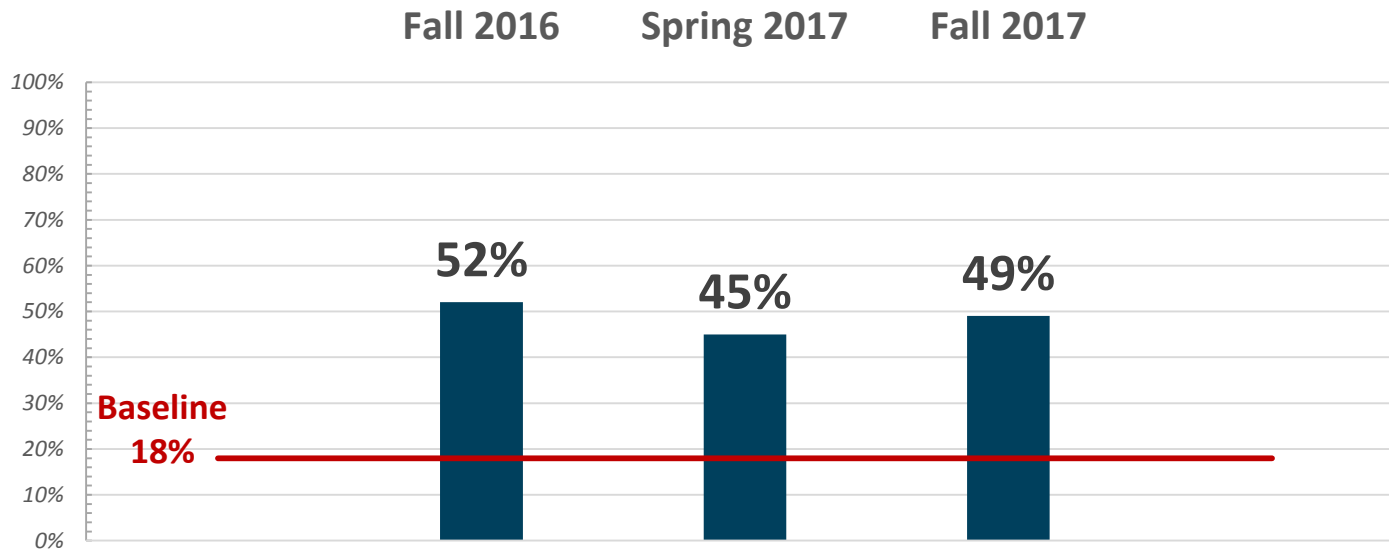
Fall 2016 — 52%
Spring 2017 — 45%
Fall 2017 — 49%

Baseline 18%

* Baseline represents the percentage of students who completed the gateway course within two years of completing the developmental education course.

Proposed New Regulatory Scheme – Course Placement

- Students who demonstrate academic readiness shall be placed in credit-bearing courses in their respective curriculum pathway.

- Students at public universities not meeting academic readiness standards
  - Shall be placed in a corequisite course in the curriculum pathway in any areas for which the student has not met the academic readiness standards.
  - Will not be required to take developmental courses in any academic readiness area.

- Students at KCTCS institutions not meeting academic readiness standards
  - May be required to enroll in no more than one (1) developmental course in the curriculum pathway in areas for which the student has not met the academic readiness standards.
  - Shall have access to a corequisite or credit-bearing content course in the curriculum pathway of study within the first academic year of enrollment.

Dr. Aaron Thompson
Executive Vice President & Chief Academic Officer
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Travis Powell
General Counsel and Associate Vice President
(502) 892-3054

QUESTIONS?

1 COUNCIL ON POSTSECONDARY EDUCATION

2 (Amendment)

3 13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education

4 institutions

5   RELATES TO: KRS 156.160, 158.6451, 158.6453, 164.001, 164.020(5), (8),

6 164.030

7   STATUTORY AUTHORITY: KRS 164.020(8)

8   NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(8) requires the

9 Council on Postsecondary Education [council] to set the minimum qualifications for admis-

10 sion to the state-supported postsecondary education institutions. KRS 164.020(29) re-

11 quires the council to promulgate administrative regulations governing its powers, duties,

12 and responsibilities as described in KRS 164.020. [It is the intent of the council that all pro-

13 spective students have available to them an opportunity for postsecondary education ap-

14 propriate to their interests and abilities.] This administrative regulation establishes the min-

15 imum qualifications related to admission at state-supported postsecondary education insti-

16 tutions.

17   Section 1. Definitions. (1) "Academic Readiness" means the student has demon-

18 strated the requisite ability to succeed in credit-bearing coursework by meeting or exceed-

19 ing the college readiness benchmarks adopted by the Council. An institution shall not de-

20 termine academic readiness using scores received from exams taken more than four (4)

21 years prior.

(2) "Accelerated pathway" means a high school program of study that is designed for students to be able to graduate in (3) three years or less from high school, before age eighteen (18) and prepare for transition to college.

(3) "Certified, non-public school" means a Kentucky non-public school that has been granted certification by the Kentucky Board of Education.

(4) "Corequisite course" means a course that includes enhanced academic supports, such as additional hours of instruction, tutoring, mentoring, or advising that awards credit toward a credential or degree.

(5) "Council" is defined by KRS 164.001(8).

(6) "Credit for prior learning" means college credit for the college-level knowledge and skills gained from non-college instructional programs or life experiences:

(a) Such as credit awarded pursuant to 13 KAR 2:025 and KRS 164.2951(2)(e), employment, military experience, civic activities, and volunteer service; and

(b) That is evaluated through nationally standardized exams in specific disciplines, challenge exams for specific courses at individual institutions, evaluations of non-college training programs, and individualized assessments.

(7) "Curriculum pathway" means a specified series of courses or competencies needed to complete a credential or degree.

(8) "Developmental course" means a course that prepares a student for college-level study and does not award credit toward a credential or degree.

(9) "Dual credit course" is defined by KRS 164.002(5) and does not include developmental education courses.

(10) "Institution" means a state-supported postsecondary education institution as

defined in KRS 164.001(12).

(11) "KCTCS" means the Kentucky Community and Technical College System as defined in KRS 164.001(13).

(12) "Learning contract" means a student success document signed by the student and a designated institution representative after a personal consultation that sets forth the:

(a) Advising, mentoring, tutoring and support services expectations for both the student and the institution;

(b) Student learning goals and expectations;

(c) Student participation requirements in a financial literacy program;

(d) Process by which student progress will be monitored; and

(e) Specified length of the learning contract.

(13) "Pre-college curriculum" means completion of:

(a)1. The Kentucky minimum high school graduation requirements; or

2. Other approved course of study established in 704 KAR 3:305; and

(b)1. Two (2) units of a single world language; or

2. Demonstration of a world language proficiency.

Section 2. Admission Requirements for All Institutions. (1) Each institution shall develop and publish in its catalog or other appropriate publications specific policy and procedures for admission of students into programs or courses with enrollment limitations or specialized curricula.

(2) An institution shall not determine academic readiness using scores received from exams taken more than four (4) years prior to the application.

Section 3. Minimum Requirements for Undergraduate Admission to a Degree Pro-

gram at Kentucky Public Universities. (1) Graduates of a public or certified non-public Kentucky high school applying for admission shall:

(a) Meet the Kentucky Minimum High School Graduation Requirements related to 704 KAR 3:305;

(b) 1. Meet the precollege curriculum requirements; and

2. If an applicant has not met the pre-college curriculum requirements, as defined in Section 1(13)(b), complete the world language requirements established by the institution as part of their college curriculum;

(c) Take the established college admission or academic readiness assessments established by the Kentucky Department of Education; and

(d) Have a minimum unweighted high school GPA of:

1. 2.5 on a 4.00 scale; or

2. a. 2.0 to 2.49 on a 4.0 scale; and

b. Enter into a learning contract with the university prior to enrollment.

(2) Graduates of public or certified non-public non-Kentucky high schools applying for admission shall meet criteria for admission established by the institution that is commensurate with the minimum criteria established in Section 3(1).

(3) Applicants with Nonimmigrant Visas not graduating from a public or certified non-public high school shall meet admission criteria established by the institution that include requirements that meet national best practice for the admission of these student and assure academic readiness commensurate to the pre-college curriculum requirements.

(4) Applicants who have earned a state issued high school equivalency diploma or are graduates of a Kentucky based non-certified non-public high school, including a home

school, shall meet the admission criteria established by the university, which shall include

taking the appropriate admissions exams to assess college readiness.

(5) Notwithstanding sections (1) through (4), an applicant transferring to a university

with twenty-four (24) or more semester credit hours applicable to a baccalaureate degree

with a grade point average (GPA) of at least 2.00 on a 4.00 scale shall meet the minimum

requirements for admission to a degree program.

(6) Each institution shall develop and publish in the catalog or other appropriate pub-

lications policies and procedures for the readmission of students that have sat out three (3)

or more semesters from the admitting institution.

Section 4. Admission of Non-Degree Seeking Students. An institution may admit a

person who does not meet the minimum entrance requirements established by the institu-

tion for the purpose of enrolling in a college course or courses as a non-degree seeking

student.

Section 5. Admission to a KCTCS Institution. KCTCS institutions shall develop ad-

mission criteria for all programs and courses offered consistent with the type of course or

program and its mission set forth in KRS 164.580, such as providing accessible education

and training to support the lifelong learning needs of Kentucky citizens.

Section 6. Minimum Requirements for Dual Credit and Early College Admission. (1)

Students admitted to any Kentucky public postsecondary institution in an accelerated

pathway or in dual credit courses in general education shall have an unweighted high

school GPA of at least 2.5 on a 4.00 scale and meet any college course prerequisites es-

tablished by the institution.

(2) Students shall be granted admission into a career and technical education dual

1 credit course if they meet the course prerequisite requirements established by the institu-

2 tion.

3   (3) Dual credit courses shall not include developmental education courses.

4   Section 7. College Course Placement. (1) A student demonstrating academic read-

5 iness shall be placed in credit-bearing courses in their respective curriculum pathway. The

6 student shall not be required to enroll in a developmental course.

7   (2) A student who does not demonstrate academic readiness shall be administered

8 an academic readiness placement exam only in the area in which the student does not

9 meet the benchmark.

10   (3) A degree-seeking student admitted to a college within the KCTCS system may

11 be required to enroll in no more than one (1) developmental course in the curriculum path-

12 way in areas for which the student has not met the academic readiness standards. A stu-

13 dent shall have access to a corequisite or credit-bearing content course in the curriculum

14 pathway of study within the first academic year of enrollment.

15   (4) An undergraduate degree-seeking student enrolled in a public university shall be

16 placed in a corequisite course in the curriculum pathway in any areas for which the student

17 has not met the academic readiness standards. A student admitted to a public university

18 shall not be required to enroll in or complete a developmental course in any academic

19 readiness area.

20   (5) Each institution shall develop and publish any course prerequisite requirements

21 for all courses taught at any degree level. Institutions shall develop policies and proce-

22 dures that maximize the award of credit for prior learning consistent with any applicable

23 state, federal, or accreditation standards which shall assist in appropriate placement of

1 students.

2 Section 8. Publication. All policies and procedures established pursuant to this ad-

3 ministrative regulation shall be published in the institution's catalog and any other appropri-

4 ate admission and placement materials.

5 [Section 1. Definitions. (1) "Adult learner" means a student who is twenty-one (21)

6 years of age or older.

7 (2) "Certified, non-public school" means a Kentucky non-public school that has been

8 granted certification by the Kentucky Board of Education.

9 (3) "Council" is defined by KRS 164.001(8).

10 (4) "Developmental course" means a college or university class or section that pre-

11 pares a student for college-level study and does not award credit toward a degree.

12 (5) "Institution" means a state-supported postsecondary education institution as de-

13 fined in KRS 164.001(12).

14 (6) "KCTCS" means the Kentucky Community and Technical College System as de-

15 fined in KRS 164.001(13).

16 (7) "Pre-college curriculum" means completion of:

17 (a)1. The Kentucky minimum high school graduation requirements; or

18 2. Other approved course of study established in 704 KAR 3:305; and

19 (b)1. Two (2) units of a single world language; or

20 2. Demonstration of a world language proficiency.

21 (8) "Student eligible to pursue a GEDÒ" means a student who has met the federal

22 ability to benefit guidelines established in 34 C.F.R. 668.141 to 668.156 pursuant to 20

23 U.S.C. 1091(d).

(9) "Supplemental course or program" means a college or university class, additional class hours, tutoring, or mentoring beyond that required for a student who meets the system-wide standards for readiness.

(10) "System-wide standard" means an ACT Assessment sub-score of eighteen (18) in English, nineteen (19) in mathematics, or twenty (20) in reading.

Section 2. Minimum Qualifications for Institutional Admission as a First-time Student to a State-supported University. (1)(a) Except as provided by paragraph (b) of this subsection, an applicant who is a resident of Kentucky and who seeks admission to a Kentucky state-supported university shall have fulfilled the minimum requirements for admission to a baccalaureate degree program if the applicant has met the admission criteria established by the institution and:

1. Graduated from a public high school or a certified non-public high school;

2. Completed the pre-college curriculum; and

3. Taken the ACT Assessment.

(b) An applicant who has earned a high school general equivalency diploma (GED") or who is a graduate of a Kentucky based non-certified non-public high school, including a home school, shall have fulfilled the requirements for admission to a baccalaureate program by meeting the admission criteria established by a university, in writing, and by taking the ACT Assessment and by scoring at levels established by the university.

(c) Notwithstanding the provisions of paragraphs (a) and (b) of this subsection, a university may substitute the SAT for the ACT Assessment. A university may substitute the ACT RESIDUAL, ASSET Testing Program, COMPASS Testing Program, KYOTE Testing Program, or ACCUPLACER Testing Program for the ACT Assessment requirement for an

adult learner.

(2) A non-resident shall have fulfilled the minimum requirements for admission to a baccalaureate degree program at a university if the applicant has met the admission criteria established by the institution and:

(a) Completed a college preparatory curriculum comparable to Kentucky's pre-college curriculum; and

(b) Taken the ACT Assessment or the SAT Assessment.

(3)(a) A university may admit a student who has not met the testing requirements of subsection (1)(a)(3), (1)(b), or (2)(b) of this section if the university has a written policy defining the circumstances that authorize the testing to be delayed.

(b) A university admitting a student under paragraph (a) of this subsection shall satisfy the provisions of subsection (1)(a)(3), (1)(b), or (2)(b) of this section during the first semester of enrollment.

(4) Except as provided in subsection (5) or (6) of this section, the requirement to complete the pre-college curriculum shall apply to:

(a) A first-time university student pursuing a baccalaureate degree with or without a declared major;

(b) A university student who is already enrolled and who is converting from non-degree status to baccalaureate degree status;

(c) A student changing from certificate or associate degree status to baccalaureate degree status; or

(d) A student transferring from another institution who has been admitted to baccalaureate degree status by a state-supported university.

(5) A university shall accept a waiver of a pre-college curriculum course if:

(a) A student is unable to complete the course because of a physical handicap;

(b) The school district superintendent or designee verifies that a student's handicapping condition prevents the student from completing the course in question; and

(c) The student completes a course substituted by the local school in accordance with 704 KAR 3:305, Section 3(2).

(6) The requirement to complete the pre-college curriculum as established in subsection (1)(a)2. of this section shall not apply to:

(a) An adult learner;

(b) A student entering baccalaureate degree status with twenty-four (24) or more semester credit hours applicable to a baccalaureate degree with a grade point average (GPA) of at least 2.00 on a 4.00 scale;

(c) Active duty military personnel, their spouses, and their dependents;

(d) A student enrolled in a community or technical college or a community college type program at a university;

(e) A non-resident student subject to the provisions of subsection (2) of this section; or

(f) An international student.

(7) A university may establish, in writing, additional admission criteria to supplement these minimum requirements.

(8) An applicant granted early admission to a university shall be exempt from the requirement of meeting the pre-college curriculum as set forth in subsection (1)(a)2. of this section.

1   (9) A university may admit a person who does not meet the entrance requirements

2   established in this section for the purpose of enrolling in a college course or courses as a

3   non-degree student.

4   (10) A state-supported university that admits a student in an associate or baccalau-

5   reate degree program who does not meet the system-wide standards of readiness for Eng-

6   lish, mathematics, or reading shall use a placement exam to place the student in the prop-

7   er course. If the student scores below the system-wide standard of readiness in English,

8   mathematics, or reading as outlined in the College Readiness Indicators document incor-

9   porated by reference, a university shall place the student in an:

10   (a) Appropriate developmental course in the relevant discipline within two (2) semes-

11   ters following a student's initial enrollment; or

12   (b) Appropriate entry-level college course within two (2) semesters following a stu-

13   dent's initial enrollment, if the course is a supplemental course or program.

14   (11)(a) A student shall not be required to enroll in a developmental or supplemental

15   course in English if the student has:

16   1. A sub-score on the ACT Assessment of eighteen (18) or higher;

17   2. Met an English benchmark placement score outlined in the College Readiness

18   Indicators document;

19   3. Successfully completed a high school English transitional course or intervention

20   program and met the system-wide English benchmark for readiness outlined in the College

21   Readiness Indicators document; or

22   4. Successfully completed a developmental or supplemental English course at a

23   public postsecondary education institution if the course meets the system-wide learning

1 ~~outcomes identified in the College Readiness Indicators document.~~

2 ~~(b) A student shall not be required to enroll in a developmental or supplemental~~

3 ~~mathematics course if the student is enrolling in a liberal arts mathematics course, and~~

4 ~~has:~~

5 ~~1. A sub-score on the ACT Assessment of nineteen (19) or higher;~~

6 ~~2. Met a liberal arts mathematics benchmark placement score outlined in the Col-~~

7 ~~lege Readiness Indicators document;~~

8 ~~3. Successfully completed a high school mathematics transitional course or inter-~~

9 ~~vention program and met the system-wide mathematics benchmark for readiness for a~~

10 ~~mathematics liberal arts course outlined in the College Readiness Indicators document; or~~

11 ~~4. Successfully completed a developmental or supplemental mathematics course at~~

12 ~~a state-supported postsecondary education institution that meets the system-wide learning~~

13 ~~outcomes identified in the College Readiness Indicators document.~~

14 ~~(c) A student shall not be required to enroll in a developmental or supplemental~~

15 ~~course in college algebra if the student has:~~

16 ~~1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;~~

17 ~~2. Met a college algebra mathematics benchmark placement score outlined in the~~

18 ~~College Readiness Indicators document; or~~

19 ~~3. Successfully completed a developmental or supplemental mathematics course at~~

20 ~~a state-supported postsecondary education institution that meets the system-wide learning~~

21 ~~outcomes for college algebra identified in the College Readiness Indicators document.~~

22 ~~(d) A student shall not be required to enroll in a developmental or supplemental~~

23 ~~course in reading if the student has:~~

1 ~~1. A sub-score on the ACT Assessment of twenty (20) or higher;~~

2 ~~2. Met a reading benchmark placement score outlined in the College Readiness In-~~

3 ~~dicators document;~~

4 ~~3. Completed twelve (12) hours of reading intensive work at a postsecondary educa-~~

5 ~~tion institution;~~

6 ~~4. Successfully completed a high school reading transitional course or intervention~~

7 ~~program and met the system-wide English benchmark for readiness outlined in the College~~

8 ~~Readiness Indicators document; or~~

9 ~~5. Successfully completed a developmental or supplemental reading course at a~~

10 ~~state-supported postsecondary education institution that meets the system-wide learning~~

11 ~~outcomes identified in the College Readiness Indicators document.~~

12 ~~(e) A student who scores twenty-seven (27) or higher on the ACT Assessment in~~

13 ~~mathematics shall be permitted to enroll in a credit-bearing calculus course.~~

14 ~~(f) A student who demonstrates a level of competence by achieving the standards~~

15 ~~established in the College Readiness Indicators document, and by achieving the scores~~

16 ~~contained in paragraphs (a) through (e) of this subsection shall be guaranteed placement~~

17 ~~in credit-bearing course work.~~

18 ~~(12) An adult learner who has been admitted without taking the ACT Assessment or~~

19 ~~the SAT shall be placed into an appropriate course based on the following tests:~~

20 ~~(a) The ACT Residual Test~~

21 ~~(b) The ASSET Testing Program;~~

22 ~~(c) The COMPASS Testing Program;~~

23 ~~(d) The KYOTE Testing Program;~~

(e) The ACCUPLACER Testing Program; or

(f) An institutional placement test.

(13) An institution shall be responsible for determining the remediation required including the number of developmental courses required.

(14) An institution shall enroll a student who scores below the state-wide readiness standards in an appropriate developmental or entry-level course until readiness for credit-bearing courses has been demonstrated. An institution shall ensure that a student who completes a developmental or supplemental course shall enroll in a credit-bearing course in that subject or discipline, or in the case of reading, in an appropriate course requiring college-level reading skills.

(15) A university shall report to the Council data that monitors the performance of first-time students in developmental and entry-level courses. The core elements of the first-time student performance monitoring system shall include:

(a) ACT or SAT scores;

(b) Institutional placement exam results;

(c) Information that identifies whether a course is developmental, entry-level, or entry-level with supplementary academic support provided; and

(d) Grades in developmental entry-level courses.

Section 3. Minimum Qualifications for Institutional Admission as a First-time Student to the Kentucky Community and Technical College System (KCTCS). (1) Except as provided by paragraph (b) of this subsection, an applicant who is a resident of Kentucky and who seeks admission to a community and technical college degree program established by the Kentucky Community and Technical College System may be admitted if the applicant has:

1   (a) Graduated from a public high school or certified non-public high school; or

2   (b) Earned a general equivalency diploma (GEDÒ).

3   (2) A non-resident applicant who has earned a high school general equivalency di-

4   ploma (GEDÒ) or an applicant who is a graduate of a Kentucky based non-certified non-

5   public high school, including a home school, shall have fulfilled the requirements for admis-

6   sion to a community or technical college by meeting the admission criteria established by

7   KCTCS.

8   (3) KCTCS may waive the requirement to take the GEDÒ as set forth in subsection

9   (1)(b) of this section pursuant to a written policy published by KCTCS.

10   (4) KCTCS may admit a person who does not meet the entrance requirements es-

11   tablished in this section for the purpose of enrolling in a college course or courses as a

12   non-degree student.

13   (5) KCTCS, in admitting a student to a degree program who does not meet the sys-

14   tem-wide standards of readiness for English, mathematics, or reading, shall use a place-

15   ment exam to place the student in the proper course. If the student scores below the sys-

16   tem-wide standard of readiness in English, mathematics, or reading as outlined in the Col-

17   lege Readiness Indicators document incorporated by reference, the institution shall place

18   the student in an:

19   (a) Appropriate developmental course or adult education course of study in the rele-

20   vant discipline within two (2) semesters following a student's initial enrollment; or

21   (b) Appropriate entry-level college course within two (2) semesters following a stu-

22   dent's initial enrollment, if the course is a supplemental course or program.

23   (6)(a) A student shall not be required to enroll in a developmental or supplemental

course in English if the student has:

1. A sub-score on the ACT Assessment of eighteen (18) or higher;

2. Met an English benchmark placement score outlined in the College Readiness Indicators document;

3. Successfully completed a high school English transitional course or intervention program and met the system-wide English benchmark for readiness outlined in the College Readiness Indicators document; or

4. Successfully completed a developmental or supplemental English course at a state-supported postsecondary education institution if the course meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(b) A student shall not be required to enroll in a developmental or supplemental mathematics course if the student is enrolling in a liberal arts mathematics course, and has:

1. A sub-score on the ACT Assessment of nineteen (19) or higher;

2. Met a liberal arts mathematics benchmark placement score outlined in the College Readiness Indicators document;

3. Successfully completed a high school mathematics transitional course or intervention program and met the system-wide mathematics benchmark for readiness for a mathematics liberal arts course outlined in the College Readiness Indicators document; or

4. Successfully completed a developmental or supplemental mathematics course at a state-supported postsecondary education institution that meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(c) A student shall not be required to enroll in a developmental or supplemental

course in college algebra if the student has:

1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;

2. Met a college algebra mathematics benchmark placement score outlined in the College Readiness Indicators document; or

3. Successfully completed a developmental or supplemental mathematics course at a state-supported postsecondary education institution that meets the system-wide learning outcomes for college algebra identified in the College Readiness Indicators document.

(d) A student shall not be required to enroll in a developmental or supplemental course in reading if the student has:

1. A sub-score on the ACT Assessment of twenty (20) or higher;

2. Met a reading benchmark placement score outlined in the College Readiness Indicators document;

3. Completed twelve (12) hours of reading intensive work at a postsecondary education institution;

4. Successfully completed a high school reading transitional course or intervention program and met the system-wide English benchmark for readiness outlined in the College Readiness Indicators document; or

5. Successfully completed a developmental or supplemental reading course at a state-supported postsecondary education institution that meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(e) A student who scores twenty-seven (27) or higher on the ACT Assessment in mathematics shall be permitted to enroll in a credit-bearing calculus course.

(f) A student who demonstrates a level of competence by achieving the standards

established in the College Readiness Indicators document, and by achieving the scores contained in paragraph (a) through (d) of this subsection shall be guaranteed placement in credit-bearing course work.

(7) An adult learner who has been admitted without taking the ACT Assessment or the SAT may be placed into an appropriate course based on the following tests:

(a) The ACT Residual Test;

(b) The ASSET Testing Program;

(c) The COMPASS Testing Program;

(d) The KYOTE Testing Program;

(e) The ACCUPLACER Testing Program; or

(f) An institutional placement test.

(8) An institution shall be responsible for determining the remediation required including the number of developmental courses required.

(9) An institution shall enroll a student who scores below the state-wide readiness standards in an appropriate developmental or entry-level course until readiness for credit-bearing courses has been demonstrated. An institution shall ensure that a student who completes a developmental or supplemental course shall enroll in a credit-bearing course in that subject or discipline, or in the case of reading, in an appropriate course requiring college-level reading skills.

(10) KCTCS may exempt students enrolled in selected occupational based certificate or diploma programs from an assessment and placement in English, mathematics, or reading. The list of certificate and diploma programs that exempt students from the required assessment and placement shall be published by KCTCS in the student catalog.

(11) KCTCS shall report to the Council data that monitors the performance of first-time students in developmental and entry-level courses. The core elements of the first-time student performance monitoring system shall include:

(a) ACT or SAT scores;

(b) Institutional placement exam results;

(c) Information that identifies whether a course is developmental, entry-level, or entry-level with supplementary academic support provided; and

(d) Grades in developmental entry-level courses.

Section 4. Transfer Students. (1) The council's General Education Transfer Policy and Implementation Guidelines, incorporated by reference, shall direct an institution's policy on the acceptance of transfer credits.

(2) An institution shall assure that a transferring student receives academic counseling concerning the transfer of credit among institutions.

(3) A university or the KCTCS, consistent with the provisions of subsection (1) of this section, shall accept a student's college credit earned when a course is taken both for high school credit and college credit. Credit earned through a dual enrollment arrangement shall be treated the same as credit earned in any other college course.

Section 5. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "General Education Transfer Policy and Implementation Guidelines", 2011, Council on Postsecondary Education; and

(b) College Readiness Indicators, 2010.

(2) This material may be inspected, copied, or obtained, subject to applicable copy-

1   ~~right law, at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite~~

2   ~~320, Frankfort, Kentucky, Monday through Friday, 8 a.m. to 4:30 p.m.]~~

3

_____   _____
Date   Chair
                                                                             Council on Postsecondary Education

APPROVED AS TO FORM:

_____   _____
Date   Travis Powell, General Counsel
                                                                             Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on June 21, 2018 at 10:00 a.m EST at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until June 30, 2018.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON:

Travis Powell
General Counsel and Associate Vice President
Council on Postsecondary Education
1024 Capital Center Dr.
Suite 350
Frankfort, Kentucky 40601
Phone: 502.573.1555 ext. 142
Fax: 502.573.1535
Email: travis.powell@ky.gov

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation *13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education institutions*

Contact person: Travis Powell
                     General Counsel and Associate Vice President
                     Council on Postsecondary Education
                     1024 Capital Center Drive, Suite 320
                     Frankfort, KY 40601
                     502.573.1555 ext. 142
                     travis.powell@ky.gov
                     FAX: 502.573.1535

(1)   Provide a brief summary of:

   (a) What this administrative regulation does: Sets forth the minimum admission and placement standards for students who attend public postsecondary education institutions.

   (b) The necessity of this administrative regulation: KRS 164.020(8) requires that the Council on Postsecondary Education set minimum admission standards for students who wish to enroll at public postsecondary education institutions.

   (c) How this administrative regulation conforms to the content of the authorizing statutes: The regulation conforms explicitly to the authorizing statute.

   (d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: The administrative regulation advises prospective students, local school districts, and public postsecondary institutions on the minimum requirements for admission and course placement to facilitate transition into postsecondary education.

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

   (a) How the amendment will change this existing administrative regulation: This amendment simplifies the current structure for minimum admission criteria and related course placement by focusing on core state level policy objectives. It requires that traditional high school graduates admitted to a public university have a high school GPA of 2.5 on a 4.0 scale. Students with a 2.0 to 2.49

may enroll after signing a learning contract with the institution that specifies the advising, mentoring, tutoring and support services expectations for both the student and the institution, student learning goals and expectations, student participation requirements in a financial literacy program, the process by which student progress will be monitored, and the specified length of the learning contract. The amendment also mandates the implementation of the corequisite model for students needing remediation in core content areas. Corequisite courses include enhanced academic supports, such as additional hours of instruction, tutoring, mentoring, or advising and require the award of college credit upon their successful completion.

(b) The necessity of the amendment to this administrative regulation: The amendment is necessary to assist in the simplifying college and university compliance in core areas of admission and placement criteria and providing flexibility institutions in these areas where they may be unique. Moving toward the corequisite model of remediation will assist students in progressing to a degree more quickly outside the traditional developmental model which is often more costly and ineffective in progressing students toward degree completion.

(c) How the amendment conforms to the content of the authorizing statutes: The amendment conforms with the requirements of KRS 164.020(8), which gives the Council the broad authority to set minimum qualifications for admission to the state postsecondary system.

(d) How the amendment will assist in the effective administration of the statutes: The clarification and simplification proposed in this amendment will assist the Council in ensuring institutional compliance by focusing only on those most important and impactful statewide objectives in the areas of admission and placement.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: The eight Kentucky public universities and sixteen community and technical colleges are affected along with any person seeking admission and enrolling in those institutions. .

(4) Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment, including:

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: Institutions will be required to review existing admission and course placement policies and adjust accordingly.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): The amendment will require the most minimal amount of additional staff time to adjust internal admissions and placement policies accordingly. The move to a corequisite course model for developmental education will ensure students are paying for credit bearing courses in their program of study as opposed to development education courses which were often taken without the award of college credit.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): The changes proposed in this amendment are designed to assist public colleges and universities in being more successful in retaining students and assisting them in completing their degrees in a more timely manner.

(5) Provide an estimate of how much it will cost to implement this administrative regulation:

(a) Initially: See 4(b) above.

(b) On a continuing basis: See 4(b) above.

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Any available sources of funding can be used, most likely general operating expenses.

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: N/A. This regulation does not assess fees.

(8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: N/A. This regulation does not assess fees.

(9) TIERING: Is tiering applied? No.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education institutions

Contact person: Travis Powell
                                General Counsel and Associate Vice President
                                Council on Postsecondary Education
                                1024 Capital Center Drive, Suite 320
                                Frankfort, KY 40601
                                502.573.1555 ext. 142
                                travis.powell@ky.gov
                                FAX: 502.573.1535

1. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? All public universities in Kentucky and Kentucky community and technical colleges.

2. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.020(8).

3. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? In and of itself, this regulation will not generate any revenue, but generally it should lead to better retention and graduation of students which will result in increased tuition revenue and better outcomes in the performance funding model for distributing state general fund appropriations set forth in KRS 164.092,13 KAR 2:120 and 13 KAR 2:130.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? See 3(a).

(c) How much will it cost to administer this program for the first year? No additional costs. Responsibilities borne out of the regulation will be subsumed by existing staff.

(d) How much will it cost to administer this program for subsequent years? See 4(c).

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain

the fiscal impact of the administrative regulation.
    Revenues (+/-):
    Expenditures (+/-):
    Other Explanation: See 3(a) and (c).

13 KAR 3:060. High School Equivalency Diploma Awarded for Credit Hour Completion at KCTCS Institutions

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ACTION: The staff recommends that the Council approve the new administrative regulation titled 13 KAR 3:060. High school equivalency diploma awarded for credit hour completion at Kentucky Community and Technical College System institutions. The action would authorize staff to file the proposed administrative regulation and the General Counsel, pursuant to KRS 13A.290(4) and KRS 13A.320(1)(b), to make such changes on behalf of the Council as necessary to comply with KRS Chapter 13A and obtain adoption of the new regulation by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

House Bill 195, enacted in the 2017 Regular Session, amended KRS 164.0064 to allow Kentucky Adult Education (KYAE) to offer multiple programs which, upon successful completion, would result in the issuance of a Commonwealth of Kentucky high school equivalency diploma. At least one of those programs was to be offered in the form of an exam aligned with the College and Career Readiness Standards for Adult Education, or any other standards adopted by the federal Office of Career, Technical, and Adult Education. This is currently fulfilled through 13 KAR 3:010 and its directive to award a high school equivalency diploma upon the attainment of the minimum passing scored on the GED® exam.

With the testing pathway already available for high school equivalency diploma, the flexibility offered under the new law provides KYAE with the opportunity to provide additional routes to receiving a high school equivalency diploma. The first such of those measures is captured in this proposed regulation, which was born out of a collaboration with KCTCS, the provider of adult education services in a majority of the counties in the state.

The proposed regulation, 13 KAR 3:060, sets forth the criteria and conditions for the issuance of a Commonwealth of Kentucky high school equivalency diploma upon successful completion of three (3) credit hours from eligible courses at KCTCS institutions in four (4) academic content areas: written communication, quantitative reasoning, natural sciences, and social and behavioral sciences. The academic content

areas and corresponding eligible courses align with the content areas and related competencies outlined in the College and Career Readiness Standards for Adult Education and assessed in the GED® exam.

This program will allow adults without a high school diploma to begin earning college credit while simultaneously working toward obtaining a high school diploma. It also provides an alternative for adults without a high school diploma to obtain one outside a single-test setting.

1   COUNCIL ON POSTSECONDARY EDUCATION

2   (New Administrative Regulation)

3   13 KAR 3:060. High school equivalency diploma awarded for credit hour completion at

4   Kentucky Community and Technical College System institutions.

5   RELATES TO: KRS 164.0064, 164.0234

6   STATUTORY AUTHORITY: KRS 164.0064(1)

7   NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.0064(1) requires that the

8   Kentucky Adult Education Program within the Council on Postsecondary Education prom-

9   ulgate administrative regulations to establish programs aligned with the College and Career

10   Readiness Standards for Adult Education, or any other similar standards adopted by the

11   federal Office of Career, Technical, and Adult Education, which upon successful comple-

12   tion, shall result in the issuance of a High School Equivalency Diploma.

13   This administrative regulation establishes the criteria and conditions for the issuance of a

14   high school equivalency diploma upon successful completion of credit hours at Kentucky

15   Community and Technical College institutions in certain content areas.

16   Section 1. Definitions. (1) "Credit for prior learning" means college credit for the col-

17   lege-level knowledge and skills gained from non-college instructional programs or life expe-

18   riences, including but not limited to credit awarded pursuant to 13 KAR 2:025 and KRS

19   164.2951(2)(e), employment, military experience, civic activities, and volunteer service.

20   Credit is evaluated through nationally standardized exams in specific disciplines, challenge

21   exams for specific courses at individual institutions, evaluations of non-college training pro-

1 grams, and individualized assessments.

2 (2) "Eligible candidate" means an individual that:

3 (a) Has reached his or her 19th birthday;

4 (b) Has not obtained a high school diploma or its equivalent;

5 (c) Meets the admission and placement requirements of 13 KAR 2:020; and

6 (d) Maintains a Kentucky address.

7 (3) "KCTCS" means the Kentucky Community and Technical College System as de-

8 fined in KRS 164.001(13).

9 (4) "KYAE" means the Kentucky Adult Education program within the Council on

10 Postsecondary Education.

11 (5) "OVAE" means the U.S. Department of Education Office of Vocational and Adult

12 Education.

13 (6) "Successful completion" means:

14 (a) Passing with a course grade greater than or equal to "C" constituting a 2.0 on a

15 4.0 scale; or

16 (b) Being awarded credit for prior learning as indicated on an official KCTCS tran-

17 script.

18 Section 2. Course Requirements. (1) An eligible candidate shall qualify for a Com-

19 monwealth of Kentucky High School Equivalency Diploma upon successful completion of a

20 minimum of three (3) credit hours in each of the following content areas as certified with an

21 official KCTCS transcript:

22 (a) Written communication;

23 (b) Quantitative reasoning;

112

1   (c) Natural sciences; and

2   (d) Social and behavioral sciences.

3   (2) KCTCS and KYAE shall review the competencies gained in entry-level courses

4 in these content areas. Those entry-level courses with competencies that meet or exceed

5 the skills demonstrated through passing the GED® exam at college ready level shall be el-

6 igible for the program and published in a list on KYAE's website.

7   Section 3. Issuance of Commonwealth of Kentucky High School Equivalency Diplo-

8 ma. (1) An eligible candidate shall provide the following to Kentucky Adult Education for the

9 High School Equivalency Diploma to be issued:

10   (a) Legal name, date of birth, social security number, phone number, email address,

11 home address, list of eligible courses, and signature;

12   (b) A $25 non-refundable application and processing fee; and

13   (c) An official KCTCS transcript documenting successful completion of the qualifying

14 credit hours.

_____   _____
Date   Chair
                                     Council on Postsecondary Education

                                     APPROVED AS TO FORM:

_____   _____
Date   Travis Powell, General Counsel
                                     Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on June 21, 2018 at 10:00 a.m EST at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until June 30, 2018.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON:

<div align="center">

Travis Powell
General Counsel and Associate Vice President
Council on Postsecondary Education
1024 Capital Center Dr.
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Frankfort, Kentucky 40601
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REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation 13 KAR 3:060. High school equivalency diploma awarded for credit hour completion at Kentucky Community and Technical College System institutions.

Contact person: Travis Powell
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                   1024 Capital Center Drive, Suite 320
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                   travis.powell@ky.gov
                   FAX: 502.573.1535

(1)   Provide a brief summary of:

   (a) What this administrative regulation does: Sets forth the criteria and conditions for the issuance of a Commonwealth of Kentucky high school equivalency diploma upon successful completion of three (3) credit hours from eligible courses in four (4) academic content areas.

   (b) The necessity of this administrative regulation: KRS 164.0064 provides Kentucky Adult Education the ability to offer alternative programs for obtaining a high school equivalency diploma as long as one test is offered for this purpose. This program will allow adults without a high school diploma to earn college credit while simultaneously working toward obtaining a high school diploma. It also provides an alternative for adults without a high school diploma to obtain one outside a single test setting for which they may find uncomfortable.

   (c) How this administrative regulation conforms to the content of the authorizing statutes: The regulation conforms explicitly to the authorizing statute.

   (d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: The administrative regulation provides the qualification requirements for obtaining a high school equivalency diploma through course work at KCTCS institutions and the process by which the diploma may be awarded. KRS 164.0064(1) requires that the Council establish programs that, upon completion, lead to the issuance of a high school equivalency program.

 (2)   If this is an amendment to an existing administrative regulation, provide a brief

summary of:

    (a) How the amendment will change this existing administrative regulation: N/A

    (b) The necessity of the amendment to this administrative regulation: N/A

    (c) How the amendment conforms to the content of the authorizing statutes: N/A

    (d) How the amendment will assist in the effective administration of the statutes: N/A

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: KCTCS institutions and the 347,000 working age Kentuckians without a high school diploma.

(4) Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment, including:

    (a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: KCTCS will work with KYAE to identify the eligible courses in the four content areas that align with the competencies demonstrated by meeting or exceeding college ready level scores on the GED® exam. KCTCS institutions must offer the courses and transcribe the credit earned. Eligible adults must complete three (3) credit hours in each identified content area, obtain a transcript identifying those credits, prove Kentucky residency, and apply for a high school equivalency diploma with Kentucky Adult Education.

    (b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There will be no additional cost for KCTCS institutions. Eligible adults must provide a $50 application and processing fee to KYAE in order to be awarded the high school equivalency diploma.

    (c) As a result of compliance, what benefits will accrue to the entities identified in question (3): KCTCS institutions will be afforded a new marketing tool to attract adults without a high school diploma. Adults without a high school diploma will be provided an alternative route to receiving a high school equivalency diploma outside the standard GED® test that also allows them to earn credit toward a postsecondary degree.

(5) Provide an estimate of how much it will cost to implement this administrative regu-
lation:

    (a) Initially: Minimal additional staff time that can be accommodated by current
staff.

    (b) On a continuing basis: Same as 4(a) above.

(6) What is the source of the funding to be used for the implementation and enforce-
ment of this administrative regulation: Any available sources of funding can be
used, most likely general operating expenses, along with application and pro-
cessing fees collected.

(7) Provide an assessment of whether an increase in fees or funding will be neces-
sary to implement this administrative regulation, if new, or by the change if it is an
amendment: Yes, fees are assessed in order to recover processing costs.

(8) State whether or not this administrative regulation establishes any fees or directly
or indirectly increases any fees: Yes, a $25 application and processing fee will be
assessed.

(9) TIERING: Is tiering applied? No.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 13 KAR 3:060. High school equivalency diploma awarded for credit hour completion at Kentucky Community and Technical College System institutions.

Contact person: Travis Powell
                     General Counsel and Associate Vice President
                     Council on Postsecondary Education
                     1024 Capital Center Drive, Suite 320
                     Frankfort, KY 40601
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1. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? The Council on Postsecondary Education, Kentucky Adult Education, KCTCS, and KCTCS institutions will all be impacted by this administrative regulation.

2. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.0064

3. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? Estimated $1250.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? See 3(a).

(c) How much will it cost to administer this program for the first year? Duties related to this regulation are generally assumed by two KYAE staff members as part of their many other responsibilities.

(d) How much will it cost to administer this program for subsequent years? See 3(c).

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.
       Revenues (+/-):
       Expenditures (+/-):
       Other Explanation: N/A

CPE President's Report to the Council

Kentucky Student Success Summit, Day 1.

Kentucky Student Success Summit sees record attendance

The Council's seventh annual Student Success Summit was a resounding success with a record 400 attendees. Participants expressed high satisfaction with the caliber of the speakers for the plenary sessions, breakouts and for the rich discussions that followed each session. The two-day conference, held earlier this month, featured sessions that explored three priority areas: academic quality; diversity, equity and inclusion; and affordability and access.

President Bob King and Kate Hoffman of Earn to Learn.

New this year was an emphasis on best practices for engaging and supporting adult learners, including a very enlightening student panel that reinforced all the ways campuses can better meet their needs. The theme of this year's summit was "The Future of Undergraduate Education: The Future of Kentucky" modeled after a similarly titled November 2017 report from the American Academy of Arts and Sciences. For a complete list of speakers and sessions, as well as presentations and photos, visit http://cpe.ky.gov/studentsuccess/.

Making the case for higher education

As you might expect, most of external focus this time of year has been devoted to making the case for higher education leading up to and during the legislative session. I am very grateful to our dedicated and capable staff who helped make presentations, reviewed bills and worked with campus staff as we navigated through this year's session. There will be a recap of the legislative session during the CPE meeting.

Panelists on WEKU's Eastern Standard explored issues related to higher education.

Additionally, I was pleased to represent Kentucky higher education as a panelist for "The Future of Talent Summit Thought Leadership," co-hosted by former Commerce Secretary Carlos Guitierrez and held in March in Washington D.C. I also participated in a panel discussion for UK's Wendell H. Ford Lecture Series on "U.S. Immigration Policy: History, Impact and the Future," which featured the Honorable Romano Mazzoli, former congressman for Kentucky's 3rd Congressional District. More recently, I appeared on WEKU's Eastern Standard radio program discussing a wide variety of higher education matters. Linda Blackford of the Herald-Leader and Paul Prather, religion and faith columnist for the Herald-Leader were also on the panel. Host Tom Martin earlier interviewed Dr. Robert Frank, Cornell University economist, for the program.

Corequisite courses show positive impacts for underprepared Kentucky students

Early data show positive outcomes from colleges and universities who are offering underprepared students corequisite courses. In the past, students who did not meet minimum benchmarks in math, English or reading upon admission were required to complete and pay for a noncredit bearing developmental course before taking the required general education courses in these areas. Data show this is a significant barrier for students to graduate on time, or even at all. Corequisite courses

allow underprepared students to take the required courses for credit and provides them with extra support to complete those courses, saving them time and money.

CPE has contributed funding and staff support resources to spur the development of mathematics corequisite programs at Kentucky's six public comprehensive universities and KCTCS. The James Graham Brown foundation provided funds to scale up existing mathematics corequisite programs, expand the model to reading and English and increase the number of participating campuses at KCTCS. CPE Senior Associate Dr. Dawn C. Offutt leads the effort. Impact data for these efforts to date include:

- Before implementing corequisite mathematics, only 38 percent of underprepared students at Kentucky's comprehensive universities completed a required general education math course *within two years of entry.*
- Based on data from corequisite pilots at these campuses, more than 75 percent of corequisite math students completed the associated required course *in one semester,*
- At KCTCS, only 18 percent of developmental math students completed the required general education course within two years of entry. Based on three semesters of data from corequisite pilots at these campuses, now more than 60 percent of developmental mathematics students complete the gateway course in one semester.

Kentucky faculty consortium to examine student-learning outcomes through AAC&U partnership

A voluntary group of faculty members across the state will take part in a pilot project to measure their students' learning outcomes against national benchmarks. By participating in the Association of American College and Universities' VALUE Institute, faculty will upload samples of student work to a national digital repository and have the work scored by certified faculty reviewers for external validation. Participants receive reports of how student's classroom work leads to authentic learning in the areas of critical thinking, quantitative literacy and written communication. CPE Senior Associate for Academic Affairs Dr. Tara Rose has been designated Kentucky's VALUE Fellow and is coordinating these efforts. Nationally, 10 states and 17 institutions are participating.

CPE to co-host 2018 Rural College Access and Success Summit in May

The 2018 Rural College Access and Success Summit at the Hilton Lexington Downtown May 13–15 will focus on ensuring that rural youth have the opportunity to successfully transition from high school to college and to career. This first-ever national event will bring together teachers, principals, superintendents, legislators, higher education leaders and nonprofit organizations to share best practices and highlight the unique challenges of increasing opportunity in rural America. Co-hosted by Berea College Partners for Education, CPE, National Council for Community and Education Partnerships, the National Math + Science Initiative and Texas Instruments, the event features lifelong educator and former Second Lady of the United States Dr. Jill Biden as keynote speaker. CPE's Dr. Aaron Thompson will facilitate the closing plenary panel. Staff will compile the ideas generated at the summit into action items and share them with participants and policy makers.

Statewide Transfer Summit seeks to improve student support for seamless transfer

The 2018 Transfer Summit, an ongoing collaborative effort between KCTCS and CPE, brought together representatives of Kentucky's colleges and universities to explore campus trends and to share information and common challenges in the area of student transfer. Held Feb. 23, the one-day event was themed "Transfer: Back to Basics" and focused on statewide transfer resources, course applicability and student advising.

Faculty receive free professional development focused on assignment design

CPE sponsored a free faculty workshop on assignment design in January aimed at improving student learning in the area of written communication, an essential skill needed for today's workforce. Each campus team was encouraged to share this professional learning opportunity with others. A faculty collaborative grant provided funds from the Association of American Colleges and Universities for the workshop.

CPE data team hosts conference

The CPE data team's annual data collection guidelines meeting was transformed from procedural to innovative this year through a collaborative effort with the Kentucky Association of Institutional Research (KAIR). The collaboration was an intentional effort by CPE to bring student information to life by presentations and discussions centered

on key topics, such as data modeling for a more diverse faculty, first-year students' sense of belonging, survey use for better student retention and many more. A panel presentation discussed the "power of data and people connection," facilitated by Brad Groan from Noel Levitz, panelists included CPE Vice President for Policy, Planning and External Relations Lee Nimocks, AIKCU President Gary Cox and Scott Secamiglio from the Kentucky Center for Education and Workforce Statistics. Over 70 representatives from public and private campuses attended the two-day conference.

CPE Data Portal features two new interactive charts

The CPE Data Research and Analysis team has launched two additional interactive charts: first-to-second year retention rates and graduation rates for Kentucky's public universities. This is a combined effort across the agency is part an agency effort to make Kentucky's postsecondary education data more transparent and accessible to researchers and policymakers alike. The new charts can be accessed on the CPE website at http://cpe.ky.gov/data.

Kentucky Center for Mathematics conference "ignites" 600+ math educators

The Kentucky Center for Mathematics (KCM) hosted its 10th annual conference in March. The theme of the conference, "Ignite: Fueling a Passion for Math," encouraged more than 600 attendees to build learning cultures that fuel students' passion for math. Teachers engaged in hands-on activities and shared ideas with math educators from across the country on how to help students believe math is possible and relevant to their lives. The purpose of KCM is to work with postsecondary institutions to develop educators' math knowledge and equip them with strategies that improve students' math knowledge and skills.

CPE's Thompson and Brooks present national workshop on supporting low-income students' transition to college

Dr. Aaron Thompson, CPE executive vice president, and Bruce Brooks, senior associate for academic affairs, presented a 2.5-hour workshop to more than 250 GEAR UP professionals at the 2018 National Council for Community and Education Partnership's Capacity Building Workshop in February in Las Vegas. "GEAR UP in the 7th Year – Fulfilling the Promise" explored

Aaron Thompson and Bruce Brooks

strategies to support the success, retention and college completion of low-income and first-generation students.

CPE's Stagnolia featured in Rob Lowe's 'Success Files'

Reecie Stagnolia, vice president of adult education of CPE and chair of the National Association of the State Directors of Adult Education, appears in a recent episode of "Success Files," an award-winning program that is hosted by actor Rob Lowe. The short documentary, which has reached more than

148 million viewers on Public Broadcasting Service, highlights the work of the Educate & Elevate campaign and the power and relevancy of adult education. To see the short video, go here.

CPE's Mahan featured at SHEEO conference

David Mahan, CPE executive director of data, research and analysis, presented a Kentucky case study at the State Higher Education Executive Officers Association conference on "Community of Practice: Integrating Independent Institutions in Postsecondary Data Systems." Co-presenters included AIKCU VP Mason Dyer and Director of Institutional Research & Effectiveness Drew Thiemann from Bellarmine University.

David Mahan

2018 Legislative Session Summary

The following postsecondary-related legislation was adopted during the 2018 session. These bills were passed by both houses of the legislature and have been delivered to the Governor. Several bills have been signed, and others are under consideration by the Governor, who has a ten-day window to veto any non-budget bill in their entirety. Line-item veto authority applies only to appropriation bills. The Kentucky General Assembly capped off a session in which numerous measures passed which will affect the citizens of the Commonwealth.

Most legislation that doesn't contain emergency clauses or different specified effective dates will go into effect in mid-July. While the information below provides some information about budgetary actions, please see attached information regarding the Executive Branch Budget Bill, HB 200/HB 265 (technical amendments to HB 200) for more detailed information regarding specific budgetary action affecting the postsecondary campuses, Kentucky Adult Education, and CPE.

Bills:

- **SB 202** makes the employment of a search firm optional when filling the position of the Council on Postsecondary Education president and deletes the requirement that the president's compensation exceed that of any public university president.

- **SB 130** relates to the campus crime reporting and was one of the statutory relief items related to those issues addressed in HB 592. Specifically, this bill conforms Kentucky law with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

- **SB 151** makes changes aimed at stabilizing public pension systems that face more than $40 billion in unfunded liabilities. Changes proposed by the pension reform legislation includes placing future teachers in a hybrid "cash balance" plan rather than a traditional benefits plan and limits the impact of accrued sick leave on retirement benefit calculations.

- **HB 132** requires Kentucky high school students to pass a financial literacy course before graduating.

- **HB 366** generates about $400 million in additional revenue over the next two years. The plan includes a cigarette tax increase of 50 cents per pack and an expansion of the state sales tax to some services, such as landscaping, janitorial, laundry and small-animal veterinary services. It also creates a flat 5 percent tax for personal and corporate income taxes in Kentucky. The inventory tax also is phased out over a four-year period. Under the bill, the only itemized deductions allowed would be for Social Security income, mortgage income and charitable giving. It would also disallow the deductions for such things as medical costs, taxes paid, interest expenses on investments, and casualty and theft losses. It would also remove the $10 state personal income tax credit.

- **HB 592** is the "statutory relief bill" sponsored by House Education Committee chair John "Bam" Carney. The bill, passed by both chambers, has been delivered to the Governor and currently awaits either his signature or veto. The legislation addresses a number of items which when implemented should be significant cost saving actions at the campus level. Among those measures are:

  - Allows video teleconferencing for public meetings, where individuals can see and hear each other, when a primary location is noticed and the public can attend to see and hear all members. Currently, the meeting must being noticed in all locations where a member is located. It also permits closed session via video teleconference.
  - Allows interests in real property to be sold at fair market value rather than appraised value.
  - Allows a public college or university to renegotiate the cost of a lease at renewal, which is currently prohibited.
  - Affords institutions the ability to cancel a lease upon "at least" 30 days written notice, rather than "within 30 days."
  - Requires bidder security bonds for projects initiated by public colleges and universities exceeding $1,000,000 rather than $40,000.
  - Allows a public college or university to improve leased property costing in excess of $10,000 but less than $1,000,000 in a lump sum upon approval of its board as long as it is financed from non-general fund appropriations and does not incur debt. Currently, improvements over $10,000 must be amortized over the life of the lease.
  - Allows for authorization of a public college or university capital project without being listed in the budget bill if funded solely funded by non-general fund appropriations and approved by the Capital Projects and Bond Oversight Committee. Currently only projects 50% funded by private or federal funds are exempt from budget bill authorization.

- o Allows an institution to opt out of the state fire and tornado fund if they can obtain commensurate coverage elsewhere.
- o Increases the threshold for reporting leases to the Capital Projects and Bond Oversight Committee from $100,000 to $200,000.
- o Eliminates the faculty and staff tuition waiver requirement allowing institutions to determine how, or if, they provide tuition assistance to employees. Keeps 6 hours per semester tuition waiver program for area technology center employees, but changes it to "last dollar" in order to capture any available federal or state grant aid.

Resolutions:

- **SR 323** confirms the appointment of Dr. Robert Staat to the CPE for a term expiring June 30, 2012.

- **SR 329** confirms the appointment of Mr. Joe Papilia to the CPE for a term expiring December 31, 2023.

- **SR 333** confirms the appointment of Ms. Kim Halbauer to the CPE for a term expiring December 31, 2020.

- **SR 334** confirms the appointment of Ms. Kristi Nelson to the CPE for a term expiring December 31, 2018.

- **SR 332** confirms the appointment of Mr. Sebastian Torres to the CPE for a term expiring June 30, 2018.

Detailed information on the 2018 legislative session can be accessed from the Legislative Research Commission's website:
http://www.lrc.ky.gov/record/18RS/record.htm

Council on Postsecondary Education
April 27, 2018

2018-20 Biennial Budget Summary

On April 14, 2018, the 2018-20 Budget of the Commonwealth (HB 200) was enacted by the Kentucky General Assembly. Below are items included in the enacted budget that pertain to CPE's agency budget and funding for Kentucky's public postsecondary institutions.

CPE Agency Budget

- The following pass-through programs, which were identified by the Governor for elimination, received no funding:
    - Professional Education Preparation Program;
    - Governor's Minority Student College Preparation Program;
    - SREB Doctoral Scholars Program; and
    - Washington Intern Program.

- Another CPE program, the Autism Training Center, was transferred from CPE's budget to the University of Louisville's budget.

- Additional General Fund appropriations were provided for the Contract Spaces Program, which will fully fund 164 reserved veterinary medicine spaces for Kentucky residents at out-of-state veterinary schools and fully fund 44 optometry spaces.

- The enacted budget (HB 200) also includes language directing CPE to establish two work groups related to the Contract Spaces Program, including one to consider potential changes to the veterinary medicine contract spaces program and another to consider changes to the optometry program.

- Additional General Fund appropriations were included in CPE's budget to fund Ovarian Cancer Screenings at the University of Kentucky (i.e., $500,000 each year).

- Funding was included to address sizable retirement system cost increases and Commonwealth Office of Technology (COT) cost increases.

- In a separate appropriations bill (HB 265), about $4.8 million in Science and Technology funding was transferred from CPE's budget and to the Economic Development Cabinet's budget.

- CPE's General Fund appropriation was reduced 6.25% in all other areas. This cut is not on top of the current year 5.1% reduction. In other words, the current year 5.1% cut was nonrecurring.

- CPE leadership has not yet determined how the cut for the upcoming biennium will be implemented.

Public Postsecondary Institutions

- The enacted budget (HB 200) restored funding to many specific programs at the postsecondary institutions, which had been identified for cuts or elimination in the Governor's proposed budget.

- It retained an across-the-board 6.25% cut to postsecondary institution operating funds (i.e., $54.3 million), which had been proposed in the Governor's budget.

- The enacted budget includes a recurring appropriation of $31.0 million to the Postsecondary Education Performance Fund (PEPF) each year of the biennium and an additional $7.7 million appropriation to the PEPF in the second year of the biennium (i.e., 2019-20), all of which will be distributed among institutions based on performance criteria.

- HB 200 provides no funding to address anticipated KERS cost increases at Kentucky's comprehensive universities and KCTCS institutions between 2017-18 and 2018-19, which are expected to total $47.2 million.

- The enacted budget does not appropriate any state bond funds or debt service for asset preservation and renovation projects at the campuses.

- It provides $20.0 million in state bond funds each year of the biennium, or $40.0 million in total, for a University of Kentucky, HealthCare Disparities Initiative.

- A separate appropriations bill (HB 265) contains a provision that will freeze the KERS employer paid contribution rate at the 2017-18 level (i.e., 49.47%). This bill is still subject to gubernatorial veto.

Kentucky Public Postsecondary Institution
Enacted Net General Fund Appropriations for Institutional Operations
Fiscal Years 2017-18 through 2019-20

Institution	2017-18 [1]	2018-19	Annual Change	2019-20	Annual Change
UK	$267,089,200	$249,375,800 [2]	-6.6%	$246,563,900 [2]	-1.1%
UofL	132,758,000	124,610,600	-6.1%	123,290,400	-1.1%
EKU	65,045,200	60,801,700	-6.5%	60,175,200	-1.0%
KSU	26,729,600	25,459,000	-4.8%	25,259,100	-0.8%
MoSU	41,642,600	38,852,400	-6.7%	38,466,800	-1.0%
MuSU	45,802,100	45,014,500	-1.7%	44,581,400	-1.0%
NKU	51,621,100	48,477,500	-6.1%	47,974,500	-1.0%
WKU	74,653,800	70,034,800	-6.2%	69,344,200	-1.0%
KCTCS	181,605,000	167,729,000	-7.6%	166,034,000	-1.0%
Subtotal	$886,946,600	$830,355,300	-6.4%	$821,689,500	-1.0%
Performance Fund		31,000,000		38,665,800	
Total	$886,946,600	$861,355,300	-2.9%	$860,355,300	-0.1%

[1] Sum of regular General Fund appropriations and distributions from the Performance Fund.
[2] Excludes debt service to support a $40.0 million UK HealthCare Disparities Initiative in 2018-20.

KCTCS Academic Programs Approved by CPE

Per the Academic Program Approval Policy adopted by the Council at its June, 2017 meeting, and KRS 164.020(15), the Council will expedite the approval of new programs of a vocational-technical-occupational nature by waiving the full proposal process for these types of programs. As such, the following programs were reviewed and approved by CPE staff between July 2017 and March 2018. Because of the expedited approval process, no action is required by the Council and this list is provided for informational purposes only.

Ashland Community & Technical College

1. Associate in Applied Science, Advanced Integrated Technology (CIP 15.0499): The Advanced Integrated Technology (AIT) program employs the principles of technology integration. The AIT graduate will have acquired a high level of mechanical and electrical skill sets that can provide them with opportunities to work in today's technically advanced industrial settings (both in manufacturing and value-added second tier support roles.) These skill sets include robotics and programmable logic controller programming, drive configuration, advanced electric motor control, hydraulics/pneumatics, refrigeration and mechanical drive systems used in modern industry. The curriculum addresses mechanical and electrical theory and its application in today's industrial environment. Critical thinking objectives are also incorporated that will expose the student to problem solving strategies and techniques for troubleshooting the latest generation of high tech equipment.

Elizabethtown Community & Technical College

2. Associate in Applied Science, Agricultural Technology (CIP 01.0301): The program prepares students for occupations in a wide variety of agriculture jobs (both production and value-added) with a range of skills and knowledge. The curriculum addresses concepts in theory, skills and techniques that are required by the agriculture industry. It uses hands-on strategies, which require an integrated practicum across a variety of settings. Graduates will seek job opportunities in the agriculture industry on commercial farms and businesses related to the agriculture industry.

Gateway Community & Technical College

3. <u>Associate in Applied Science, Diesel Technology (CIP 47.0605)</u>: The AAS in Diesel Technology replaces the college's current General Occupation Technical Studies (GOTS) degree in Diesel Technology. The primary purpose for converting the GOTS to an AAS is to reduce confusion for students, faculty, staff and employers since the terminology "GOTS degree" is not widely recognizable by key stakeholders. Currently, Gateway offers the diploma and specialized certificates in diesel.

4. <u>Associate in Applied Science, Automotive Technology (CIP 47.0604)</u>: The Associates in Applied Science (AAS) in Automotive Technology replaces the college's current General Occupation Technical Studies (GOTS) degree in Automotive Technology. The primary purpose for converting the GOTS to an AAS is to reduce confusion for students, faculty, staff and employers since the terminology "GOTS degree" is not widely recognizable by key stakeholders. The automotive program at GCTC employees four highly qualified full-time faculty members and is certified by the National Automotive Technicians Education Foundation. Currently, GCTC offers the diploma and specialized certificates in automotive. The mission of the program remains the same: To prepare students for entry-level automotive positions in industry.

Hazard Community & Technical College

5. <u>Associate in Applied Science, Medical Assisting (CIP 51.0801) and Diploma in Medical Assisting (CIP 51.0801)</u>: A medical assistant is an integral member of the health care delivery team, qualified by education and experience to work in the administrative office, the examining room and the physician's laboratory. Graduates of this program will be able to provide administrative and clinical support in a medical environment.

Madisonville Community College

6. <u>Associate in Applied Science, Welding Technology (CIP 48.0508)</u>: The Welding Technology program is dedicated to welding education, technology and student success. Students in this program will learn various welding techniques and the skills needed to be successful in the welding technology field. Welding occupations are primarily concerned with joining, surfacing, or repairing structures or parts made of metal or other weldable materials. The skills and knowledge needed to determine the appropriate welding technique required for a

specific project and to successfully perform that technique are gained through coursework and practical experience. The program offers a wide range of credentials including the Associate in Applied Science Degree, Diploma, and eleven certificates in Welding Technology.

Reports from the Institutions

The following institutions submitted "Good News" reports for the CPE agenda book:

- Eastern Kentucky University
- Kentucky Community & Technical College
- Morehead State University
- Murray State University
- Northern Kentucky University
- University of Kentucky
- University of Louisville
- Western Kentucky University
- Association of Independent Kentucky Colleges & Universities

Kentucky State University did not submit a report.

Campus Presidents attending the meeting will be invited to speak on any topic covered in the reports.

E EASTERN KENTUCKY UNIVERSITY

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CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education

EKU GOES GREEN AS DOCK-FREE BIKE SHARE PROGRAM LAUNCHES

No, EKU isn't changing its school colors to green and yellow. And the Power of Maroon isn't exactly giving way to pedal power.

But it may look that way since the University rolled out a dock-free bike share program, the first of its kind on a Kentucky college campus, designed to help students get around the Richmond campus. At no cost to the University, Eastern has contracted with LimeBike on the program, which launched with 100 brightly painted green and yellow bicycles on March 19, with plans to increase the fleet to 250 in the upcoming weeks.

Here's how the program works:

1) LimeBike provides the GPS- and 3G-enabled bicycles and requires users to download the firm's mobile app, available on iPhone and Android platforms, register an account and provide payment information.

2) The user can then use the app to "unlock" and begin to use any of the LimeBike bicycles. LimeBike's rides cost just $1, or 50 cents for those using an @eku.edu email address, per 30-minute time block. To pay, any user will enter credit card information into the smartphone app for ride credit.

3) When a bike is needed, the app shows users the location of the nearest available bike if one is not immediately visible. No rider is guaranteed access to the same bike when he or she returns to it – or any bike, for that matter – but in most cases will be able to secure another nearby bike.

The implementation of LimeBike meshes with the University's Master Plan, which calls for making the campus more pedestrian-friendly and creating a livelier campus core. Already, Park Drive has been permanently closed to through traffic.

"I envision LimeBikes all over the middle of campus," said President Michael Benson.

The bike share program also coincides with the University's comprehensive Climate Action and Resiliency Plan to strategically and economically reduce its carbon footprint to zero by 2036, in accordance with the Second Nature Climate Commitment.

GAME DESIGN PROGRAM RANKS 47TH IN WORLD

Video games have long been a favorite pastime of college students worldwide.

At EKU, home to an internationally prominent undergraduate program in game design, students are preparing to develop games for the next generation of players.

For the third consecutive year, EKU's game design program ranks among the top 50 undergraduate programs worldwide in the field, according to The Princeton Review. The Review ranks EKU's program, the first of its kind in Kentucky, 47th this year, the same as a year ago.

"This is a very dynamic list, and each of these programs is constantly innovating in areas of game design education," said Dr. George Landon, director of the EKU Gaming Institute. "Maintaining a spot on this list demonstrates that we are consistently providing our students a world-class education in game development."

The Review determined its rankings based on a survey it conducted in 2017 of 150 institutions offering game design coursework and/or degrees in the United States, Canada and some other countries. The 40-question survey gathered data on everything from the schools' game design academic offerings and lab facilities to their graduates' starting salaries and career achievements. More than 40 data points in four areas (academics, faculty, technology, and career) were analyzed to arrive at the rankings.

LEED GOLD FOR SCIENCE BLDG. PHASE 2

EKU has been honored again for its commitment to environmental stewardship.

University officials learned recently that Phase 2 of its Science Building, the largest such facility on any college campus in the Commonwealth, was granted LEED Gold status by the U.S. Green Building Council. (LEED stands for Leadership in Energy and Environmental Design.)

Four years ago, nearby South Hall became the first LEED Gold-certified residence hall on a state university campus in Kentucky.

To earn LEED Gold distinction, facilities must meet stringent standards related to sustainability, energy and water efficiency, indoor environmental quality, materials and resources used in construction, and design innovations.

"With the completion and certification of Phase II of the Science Building, EKU now has more than 234,000 square feet of LEED Gold-certified building space on campus," Sustainability Manager Patrick McKee noted. "As we continue our campus revitalization efforts, we are doing so with careful attention to sustainability and building performance. We are targeting LEED certification for the new recreation center currently under construction, and we hold other smaller projects, such as the Powell Building renovation, to our own internal sustainable building guidelines."

Phase 2, which opened in August 2017, houses the Departments of Biological Sciences and Geosciences.

EKU, BUREAU OF PRISONS LAUNCH PARTNERSHIP

EKU and the Federal Bureau of Prisons announced recently a new Inside-Out partnership agreement, the first in the state, to provide EKU criminal justice students a more hands-on learning experience while also providing current inmates a chance to learn in a college environment without leaving custody.

Dr. James David Lawson, EKU lecturer for the Inside-Out agreement, said that the Inside-Out class "will offer a unique partnership with the Federal Correctional Institution (FCI) at Manchester. Students will see the criminal justice and correctional systems at work firsthand, while also being an integral facet of current re-entry methods."

The Inside-Out Prison Exchange Program is a national educational initiative with an innovative pedagogical approach tailored to effectively facilitate dialogue across difference. It originated as a means of bringing together campus-based students with incarcerated students for a semester-long course held in a prison, jail or some other correctional setting.

While more and more learning is taking place in the virtual world, EKU has committed to retaining the value of face-to-face teaching and real-world environments for its students.

Included in this partnership is an ongoing agreement to allow EKU faculty to offer course instruction inside FCI Manchester directly to current inmates as well as EKU students.
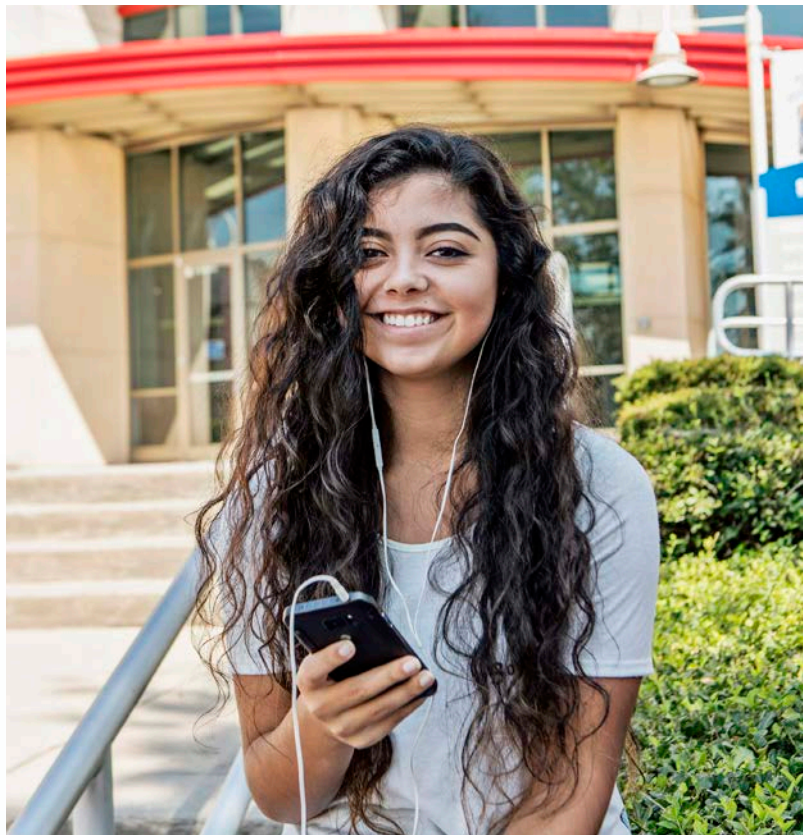

EKU opened a new stand-alone campus dining hall in January 2018. The 55,000-square-foot Case Dining Hall was financed by Aramark Educational Services LLC, which signed a $37 million, 15-year agreement in 2016 to provide dining services for the campus.

KCTCS GOOD NEWS REPORT

STUDY SHOWS KCTCS HAS
$2.3 BILLION IMPACT ON STATE'S ECONOMY

For most people, a $5.80 return on every dollar invested is considered a good return. That's the average amount students attending the 16 colleges of the Kentucky Community and Technical System (KCTCS) receive, according to a new study by Emsi. Additionally, the study shows taxpayers receive a $3.40 return on investment (ROI) and society benefits $8.50 in added state revenue and social services savings for every dollar invested in KCTCS.

The study also shows the system, its students and alumni add $2.3 billion to Kentucky's economy each year. This is equal to approximately 1.2 percent of the gross state product of Kentucky. By comparison, this contribution is slightly larger than the entire utilities industry in the state.

Overall, the $2.3 billion impact is equivalent to 37,389 jobs, which means one out of every 67 jobs in Kentucky is supported by the activities of KCTCS colleges and their students. The top three business segments affected are manufacturing, health care and construction.

KCTCS payroll and day-to-day spending add $370.1 million to Kentucky's economy each year, enough to buy 11,028 new cars.

The study was conducted in the fall of 2017 and results of the analysis reflect fiscal year 2015-16.

KCTCS
HIGHER EDUCATION BEGINS HERE

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

KCTCS PARTNERSHIP WITH KENTUCKY LABOR CABINET PROVIDES

SUPPORT FOR APPRENTICESHIPS

The Kentucky Labor Cabinet awarded the Kentucky Community and Technical College System (KCTCS) $314,350 to support registered apprenticeships throughout the state. The primary purpose of the funds is to support training KCTCS provides to business and industry. The program is open to all industry sectors participating in the Labor Cabinet's Registered Apprenticeship Program, including manufacturing, health care, business and information technology. Companies are eligible to receive up to $1,000 per person to support training for 250 apprentices. Due to high interest, KCTCS is working with nearly 500 apprentices. Plans are underway to add 15 individuals as part of a health care apprenticeship pilot class.

"Through the ApprenticeshipUSA Expansion grant, Kentucky is able to create a viable pipeline of skilled workers serving the Commonwealth today and well into the foreseeable future," Kentucky Labor Cabinet Secretary Derrick Ramsey said. "Our education partner in the Expansion grant, the Kentucky Community and Technical College, understands how to modify traditional curriculum to meet the needs of business and industry— which is key to a healthy Kentucky economy. Our Registered Apprenticeship team identifies and meets new and existing businesses and educates regarding how their business needs can be improved by employing apprentices, a majority of whom are trained by KCTCS faculty from throughout the Commonwealth."

"Kentucky is able to create

A VIABLE PIPELINE OF SKILLED WORKERS

serving the Commonwealth today and into the foreseeable future."

- KY LABOR CABINET SECRETARY DERRICK RAMSEY

KCTCS
HIGHER EDUCATION BEGINS HERE

MOREHEAD STATE UNIVERSITY

Presidential Lecture Series named for McBrayer

Morehead State University President Jay Morgan has announced the creation of the W. Terry McBrayer Presidential Lecture Series in Government and Leadership. The announcement was made at the March 29 Board of Regents meeting.

"This is a great day in the history of Morehead State University," said Dr. Morgan. "Terry is a legend in his own right in the Commonwealth. He's a very proud alumnus and with this scholarship and lecture series, he will help many students here at MSU."

McBrayer graduated from MSU with a Bachelor of Science in Business Administration degree in 1959.

"I am very proud of the education that Morehead State University provided me," said McBrayer. "I wanted to pay MSU and the students back. With the lecture series and scholarship, I think we will do just that."

"We want this series to concentrate on Appalachian and bring in speakers that can address the issues of our region. We want to engage the students the best way we can."

The Greenup native is the senior partner for the McBrayer, McGinnis, Leslie and Kirkland law firm.

McBrayer has held numerous leadership positions in state government. He was an elected member of the Kentucky House of Representatives, serving in leadership roles as House Speaker Pro Tempore and Majority Floor Leader. He also served as chief executive officer for a former governor. He has served as chair of the Kentucky Democratic Party and is still heavily involved in the party, having been elected to four consecutive four-year terms as the Democratic National Committeeman from Kentucky and as a super delegate at the 2008 Democratic National Convention. He is past chair of the State Capital Global Law Firm Group and was named an Outstanding Alumnus of the University of Louisville School of Law.

In honor of McBrayer's generous gift to the Presidential Scholarship Endowment, the annual lecture series will be created. The fund will be invested with the proceeds used to provide scholarships to MSU students.

More information about giving opportunities is available by calling the MSU Foundation at 606-783-2033 or visiting **www.moreheadstate.edu/giving**.

Office of the President
202 Howell-McDowell Admin. Bldg. | Morehead, KY 40351
Phone: 606-783-2022 | president@moreheadstate.edu
www.moreheadstate.edu/president

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MSETM student helps Regal Beloit increase production efficiency

Xiaotong (Victoria) Pang, a graduate student in the Department of Engineering and Technology Management (ETM), has been working as an intern at Regal Beloit in Morehead where she has been assisting the Quality Team with continuous improvement of the production efficiency. The Regal Facility in Morehead achieved the Regal Beloit Compass Star I certification during her internship last November.

Pang's presentation covered the topic of quality improvement with Process Failure Mode and Effects Analysis (PFMEA) in a manufacturing system. She used Pareto Chart, Cause-and-Effect Diagram and Statistical Process Control Chart interlinking with PFMEA in order to explore the potential failure mode and potential effect(s) of failure in performance bearing production. Victoria received positive feedback from the presentation and the Regal Beloit management professionals agreed that her presentation was outstanding.

Additional information on the Engineering and Technology Management program is available by calling 606-783-2418 or visit **www.moreheadstate.edu/etm**.

Steele named CASE ASAP Outstanding Student Leader

Morehead State University's Student Alumni Ambassadors attended the annual CASE ASAP District 3 Conference in Knoxville in February. The conference included nearly 250 attendees from 30 universities. MSU Student Alumni Ambassador Ryan Steele was selected as the 2018 CASE ASAP Outstanding Student Leader for District 3. Steele is a senior business administration major from West Liberty. Upon graduation, Steele will join the Kansas State University Foundation through CASE's North American Fundraising Residency Program.

MSU's Student Alumni Ambassadors are a group of dedicated students who work to honor the past, represent the present, and connect the future of MSU through tradition, philanthropy and service. Members of this organization serve as the student representatives for the Alumni Association and the Office of the President. Additional information is available by contacting the Office of Alumni Relations and Development, at 606-783-2033.

MSU rated one of the safest campuses in U.S.

Morehead State University has been ranked 18th in the 2018 Safest College Campuses in the U.S., which is compiled by the National Council for Home Safety and Security.

The ranking was created by using the most recent data from the FBI's Uniform Crime Reporting and the Campus Safety Security Survey by the U.S. Department of Education. Nearly all accredited institutions were considered in this project. Each school's safety score was calculated by analyzing crimes reported by universities including rapes, robberies, assaults, burglaries, motor vehicle theft and arsons. Also factoring into the safety score were violent and property crime rates for the cities in which the schools were located and the number of law enforcement officers employed by the institution per 1,000 residents.

MSUPD is accredited by the Kentucky Association of Chiefs of Police and has 15 full-time officers and seven support staff. For more information, visit **www.moreheadstate.edu/police**.

Duff participates in philosophy internship at St. Claire

Morehead State University's Kirsten Duff, Hebron senior, expects to graduate in May with two areas of concentration, a Bachelor of Science degree in psychology and a Bachelor of Arts degree in philosophy. Duff is the first philosophy intern to bring with her a background in psychology, which makes her uniquely suited to work with the behavioral health unit at St. Claire. Additional information about the Department of History, Philosophy, Politics, International Studies and Legal Studies is available by visiting **www.moreheadstate.edu/hpil**.

GOOD NEWS REPORT MARCH 2018

MURRAY STATE
UNIVERSITY

As Murray State students prepare for life after graduation, Career Services offers several opportunities and resources to assist students with making future plans and beginning the job search process. In addition to hosting career fairs and advising workshops, Career Services is now offering the Career Closet, a new resource that allows students to select one professional outfit per semester so they can dress and feel their best during interviews and career fairs. The closet is free to all Murray State students.

MURRAY STATE STUDENTS SHARE RESEARCH DURING POSTERS-AT-THE-CAPITOL

Students traveled to Frankfort in February to share research and creative activity with state legislators during the 17th annual Posters-at-the-Capitol.

The professional development event, which welcomed nearly 200 undergraduate students from all publicly-funded universities in Kentucky, is an opportunity for students to share research on topics in their fields. This research is a vital component of their academic careers, but it also features crucial discoveries and observations that can have an impact on state and world-wide issues.

"The biggest takeaway from Posters-at-the-Capitol is that higher education allows young adults the opportunity and creativity to break grounds in unprecedented ways that can have a ripple effect across society," said Rochele Rosa, a public relations student from Varna, Illinois, who shared research about public education during Posters-at-the-Capitol.

STUDENTS AND FACULTY WIN AWARDS FROM KENTUCKY PRESS ASSOCIATION

Murray State brought home more than 30 awards from the 149th annual Kentucky Press Association Convention, which recognized the top collegiate and professional entries in reporting, photography, design and advertising categories.

The students were recognized for their work on The Murray State News, the University's weekly student newspaper, while Dr. Duane Bolin of the department of history and Dr. Melony Shemberger of the department of journalism and mass communications also received awards for professional reporting.

STUDENTS PARTICIPATE IN NONPROFIT CONNECTIONS FAIR

The spring 2018 Nonprofit Connections Fair brought more than 50 nonprofit organizations together in February to provide students, faculty, staff and community members the opportunity to learn more about possible community service opportunities and employment prospects.

"It's never too early or too late in life to start making a difference in the local community and the world at large," said Dr. David Whaley, dean of the College of Education and Human Services. "For that reason, Nonprofit Connections is a community-wide event open to attendees of all ages."

HUTSON SCHOOL OF AGRICULTURE PARTNERS WITH BECK'S PRACTICAL FARM RESEARCH

The Hutson School of Agriculture partnered with Beck's Practical Farm Research, a family-owned and operated seed company that serves farmers in 11 states, in 2017 to collaborate in industry-wide research efforts.

"One of our goals within the Hutson School of Agriculture is to utilize our farm laboratories to assist our students and regional agriculture," said Dr. Tony Brannon, dean of the Hutson School of Agriculture. "This practical farm research takes our partnership with Beck's to the next level. It allows us to work with this great company on research trials that are educational for our students and that will provide impactful information for regional agriculture."

MURRAY STATE PARTNERS WITH KENTUCKY NURSES ASSOCIATION FOR BAILEY HOLT MEMORIAL NURSING SCHOLARSHIP

The School of Nursing and Health Professions partnered with the Kentucky Nurses Association to create the Bailey Holt Memorial Nursing Scholarship to honor Holt, one of two Marshall County High School students who lost their lives during the tragic events at Marshall County High School in January. Holt's professional ambitions included becoming an obstetrical nurse.

POST-SEASON BASKETBALL SUCCESS THRILLS FANS THROUGHOUT COUNTRY

The men's basketball team at Murray State had an unforgettable 2017–18 season that culminated with the team winning the Ohio Valley Conference tournament and earning their first NCAA tournament appearance since 2012.

Racer enthusiasm was high as fans enjoyed a tournament watch party March 11, joining the team at the CFSB Center as the brackets were announced. Despite the team's ultimate loss to West Virginia University in the first round of the tournament, alumni and supporters of Murray State cheered the team on both at the game in San Diego, California, but also throughout the country at numerous watch parties organized by the Murray State Office of Alumni Relations.

MURRAY STATE HOSTS ENGINEERING DAY

The Institute of Engineering recently invited high school students from the region to campus for Engineering Day. Students participated in a variety of events and activities throughout the day, including tower constructions, robotics challenges and a water purification contest as well as dragster and kayak designs and races.

MUSIC PROFESSORS PERFORM AT CARNEGIE HALL

Two music professors at Murray State performed at Carnegie Hall in New York City during the spring 2018 semester, including Dr. Maribeth Crawford and Dr. Meeyoun Park (pictured).

Crawford performed as the soprano soloist in Mozart's "Requiem" during a February concert featuring pieces by Mozart and Duruflé, while Park performed with her alma mater during the Yonsei University Alumni Association's 50th Anniversary Celebration in March.

FULBRIGHT STUDENTS AT MURRAY STATE REFLECT ON TIME AT THE UNIVERSITY

Three graduate students are currently attending Murray State as Fulbright scholars, a prestigious opportunity in academia for high-achieving students with demonstrated leadership abilities.

All three Fulbright scholars are pursuing master's degrees in teaching English to speakers of other languages (TESOL) in the College of Humanities and Fine Arts. The students include José Torres of Santa Ana, El Salvador; Lily Shaekhova of Kazan in the Republic of Tatarstan, Russia; and Naser Maliar of Herat, Afghanistan.

"The Fulbright exchange program is comprised of outstanding individuals who demonstrate a record of academic and professional achievement in their fields," said Dr. Don Robertson, vice president for student affairs. "They are among the brightest students from their home countries and show a strong desire to share their experiences with others."

MURRAY STATE UNIVERSITY

GO FIGURE

46%

increase in men's basketball attendance

85%

increase in season ticket sales

382%

increase in Go Norse fund donations over last two years

COLLEGE CORNER

NKU's Master of Arts in Education: Teacher as Leader program has been ranked 16th for best value in the 2018 "Best Online Colleges" list by SR Education Group, which ranked over 600 online programs.

Eighty-nine educators are enrolled in NKU's MAED in the College of Education and Human Services' Teacher Education department. Earning a MAED allows educators to attain Rank 2 teaching certification in Kentucky.

"Inclusion on this list shows high academic standards and a commitment to affordability, two key factors important to prospective students," stated SR Education Group.

LEARN MORE: https://www.nku.edu/news/2018/march/180326MAEDRanking.html

NKU STUDENTS VOLUNTEER DURING SPRING BREAK SERVICE RETREAT

Northern Kentucky Leadership Institute (NKLI) offered students an opportunity to spend spring break volunteering in the Appalachian community of Auxier, KY. NKLI partnered with Hand in Hand Ministries as part of its annual Empowerment Retreat.

Thirty students helped to rebuild three homes and completed projects like replacing flooring and dry wall, installing an accessibility ramp and digging a ditch to help with flooding. The students totaled 360 service hours from March 4-6.

"Those few days had to have been hands down one of the best, eye-opening experiences I have ever had in my life. Up until two days ago, I didn't know how bad poverty truly extended to here in the U.S.," said Roberto Amazendes, NKU student volunteer. "I was able, through this retreat, to bring joy and hope into not only the people we were helping, but to the people that were making this whole entire operation possible. It truly made me feel blessed and happy to be part of such an amazing organization at NKU that truly cares about the people that struggle in this world."

In addition to the NKLI retreat, the university's Office of Student Engagement encourages students to volunteer at monthly "Service on Saturday" events.

LEARN MORE: https://www.nku.edu/news/2018/march/180316NKLIServiceTrip.html

CYBER DEFENSE TEAM REPRESENTED KENTUCKY IN MIDWEST REGIONALS

NKU's Cyber Defense Team represented Kentucky in the Midwest Regional Collegiate Cyber Defense Competition after winning the combined Kentucky/Ohio competition. Collegiate Cyber Defense Competitions stage multiple challenges that students must navigate. As cyber defense teams work to create and secure their systems, professional "hackers" are given the task to breach the systems and take them offline.

One factor that sets the Norse team ahead of the pack is access to a state-of-the-art training facility in the new JRG Cyber Threat Intelligence Lab. The latest addition to Griffin Hall is a combination of threat intelligence center and network cybersecurity laboratory. NKU worked with top corporate security professionals to create a real-world environment for students to get hands-on learning. The National Security Agency and the Department of Homeland Security has designated NKU as a National Center of Academic Excellence in Cyber Defense Education, a top level designation.

READ MORE: https://www.nku.edu/news/2018/march/180308CyberDefenseTeam.html

THE SCOREBOARD

NKU's baseball team traveled to Lexington and picked up an 8-6 win over No. 6 Kentucky. Jake Richmond led the Norse by going 2-for-6 at the plate with a grand slam. NKU's first D-1 win was also against Kentucky in 2016.

FACULTY FOCUS

Two NKU professors have been highlighted among the top food and water security researchers by the American Association for the Advancement of Science (AAAS). Dr. Kristine Hopfensperger and Dr. Kirsten Schwarz were named as 2018-19 AAAS Alan I. Leshner Leadership Institute Public Engagement Fellows.

AAAS selected 15 scientists and researchers who demonstrated a clear commitment to engage the public on these issues. Dr. Hopfensperger is an associate professor of biological sciences and the director of the Environmental Science program. Dr. Schwarz is an associate professor of biological sciences and the director of NKU's Ecological Stewardship Institute. As part of the Fellows Program, they will spend a week of training in Washington, D.C., and participate in a year-long development in public engagement, science communication and plan implementation.

READ MORE: https://www.nku.edu/news/2018/february/180220AAASFellows.html

BRIEFS

DR. VALERIE HARDCASTLE NAMED AS EXECUTIVE DIRECTOR OF INSTITUTE FOR HEALTH INNOVATION

NKU announced the Institute for Health Innovation (IHI), a transdisciplinary center that will further NKU's commitment to impacting population health issues. To lead the IHI, the university has selected Dr. Valerie Hardcastle to serve in a dual role as the St. Elizabeth Healthcare Executive Director for the Institute for Health Innovation and Vice President for Health Innovation. Dr. Hardcastle will guide the IHI to promote the transdisciplinary work of health innovation across the university.

LEARN MORE:
https://www.nku.edu/news/2018/march/180306ValerieHardcastle.html

ANTHONY MIZE RECOGNIZED AS LOCAL LEADER IN EDUCATION

Anthony Mize has been recognized by WCPO-TV in its series "Next 9: Educators." Mize currently serves as the Interim Director of NKU's African-American Programs and Services. The "Next 9 Series" features the best and brightest minds committed to making Cincinnati great.

"I always tell students, 'Excellence is not a skill; excellence is an attitude.' And so, I hope that it encourages them to put their best attitude forward and to keep striving for excellence in their daily lives," said Mize.

LEARN MORE:
https://www.nku.edu/news/2018/march/180328AnthonyMize.html

NKU RANKED AS THIRD SAFEST COLLEGE CAMPUS IN THE UNITED STATES

NKU is the third safest college campus in the nation, according to a new ranking by the National Council for Home Safety and Security.

The 2018 Safest College Campuses in America list placed NKU at number three out of 243 universities and colleges. The list is compiled using the FBI's Uniform Crime Reporting and the Campus Safety Security Survey created by the U.S. Department of Education.

LEARN MORE:
https://www.nku.edu/news/2018/february/180215SafeCampus.html

NKU KICKS OFF 50TH ANNIVERSARY WITH HOMECOMING 2018

NKU kicked off its 50th anniversary celebration during Homecoming 2018 in February. Students, faculty, staff, alumni and the community joined the fun at basketball tailgates, Homecoming King and Queen coronation and NKU's annual Alumni Awards Celebration. The 2018 Alumni Awards dinner had over 700 people in attendance, the largest in history.

LEARN MORE:
https://www.nku.edu/50.html

ALUMNI NEWS

MARC BANKS FINDS PR SUCCESS IN WASHINGTON, D.C.

NKU Alumnus Marc Banks ('14) was recently named as one of the Huffington Post's "Top 25 African American PR Millennials to Watch." After graduating from NKU's Public Relations program, Banks followed an internship with Sen. Kristen Gillibrand to a full-time job as a public relations specialist for the Congressional Black Caucus Foundation, Inc.

"I think PR appealed to me because it gave me an opportunity to still dabble in journalism–kind of be the flip-side of that coin–but also give me some business experience, as well as events experience and all that," he says. Also during his time at NKU, Banks interned at the Scripps Howard Center for Civic Engagement, where work advocating for minorities and underrepresented individuals fueled the passion that eventually carried him to Capitol Hill.

LEARN MORE: https://inside.nku.edu/nkumagazine/2018/january/banksaccount.html

A Message from the President Eli Capilouto

University of Kentucky students are graduating during the largest economic disruption since the Industrial Revolution. Their world is undergoing dramatic shifts—in the economy, in the way of life they can expect and in the norms and values we collectively share.

Outside of foreign military deployments, past generations rarely traveled more than 100 miles from their hometowns their entire lives. Today, thousands of students study abroad each year in places as far ranging as China, India and South Africa.

For previous generations "job choice" was a convention determined by family and place. Today, science and technology are changing the job landscape faster than we can educate and prepare students.

Science and technology, for example, have made farming, manufacturing and mining more efficient, enabling products to move to market more rapidly, more cheaply and with less human labor. The steady advancement of artificial intelligence and automation are expected to quickly affect a transportation and shipping industry that employs millions across the United States. All of this transformation has made jobs, our security and where we choose to work less certain and less permanent.

But the effects of these disruptions are not limited to the generation of college students entering the workforce. They are impacting communities and industries across the country and world.

How do we in higher education continue to provide foundational economic, cultural and humanitarian service in this context? How do we help those whose lives are being disrupted find new ways to contribute, to be productive and to have pride in their work in an ever-evolving world?

In important ways, our students are leading in this effort. Recently, two teams of UK students represented UK at the Brown-Forman Cardinal Challenge. These teams are part of the Bootcamp program in UK's Von Allmen Center for Entrepreneurship. Team Fluxomics with the Markey Cancer Center and College of Medicine, and Team Sustainable Products with the College of Engineering, presented their entrepreneurial innovations alongside 60 exceptional students in these business plan and fast-pitch competitions.

Team Sustainable Products is focused on developing safer agricultural products; Team Fluxomics is developing technology to accelerate research and product development across the pharmaceutical, biotechnology, consumer products, agriculture and nutrition industries. Our students are blending entrepreneurism that results from technology with humanity that will help us thrive as we pioneer new solutions to the questions of our day.

We speak often about the distinctive educational experience we provide for our students — deep learning through which they apply

We have to broaden access not only on our campus, but where prospective students of all ages can learn the skills they need to succeed in an ever-evolving economy.

classroom work in fast-paced and challenging contexts. We know internships and experiences outside the classroom tied to their studies yield results beyond college.

Gallup. Inc. and their partners, for example, have identified six student experiences that graduates say best prepared them for life beyond college: (1) a professor who inspired them to learn; (2) professors who cared about students' personal well-being; (3) a mentor; (4) an internship; (5) a semester-long project; (6) and extracurricular opportunities.

The more we provide these experiences for our students, the better we will position them as graduates to succeed in their communities. Blending a deep technical education with broad studies in the humanities and culture will help us chart a course forward that maximizes the use of technology, while minimizing human disruption.

But our work cannot stop there.

We have to broaden access not only on our campus, but where prospective students of all ages can learn the skills they need to succeed in an ever-evolving economy. Universities can do more to provide life-long learning to a broad range of Kentuckians.

We can't limit ourselves to offering distinctive academic experiences to traditional-age students when researchers estimate that 62 percent of the jobs in the Commonwealth will require some type of postsecondary education by 2020.

On our current trajectory, Kentucky will fall short of fulfilling workforce needs if we don't serve Kentuckians with some college education who need retraining and new skills.

Meeting future needs will require strengthening our P-12 educational system and challenging our higher education institutions to partner and collaborate to develop systems that support life-long learning.

Education also must have the capacity to ensure all minds are continually challenged – both intellectually and ethically, as well as after high school and throughout a career. That's how we thrive as tomorrow's technology forges a future we cannot conceive today.

How we teach — and how students learn – must continually evolve to match the needs of our global economy, while strengthening and building new job opportunities in the communities we serve.

Disruptions of the economy are inevitable; disruptions of community and our common humanity do not have to be. That's the evolution we seek as the University for Kentucky. It is the transformation we must achieve if we are to fully serve the Commonwealth, whose welfare has been our mission for more than 150 years.

Eli Capilouto

Leading the Fight Against the Opioid Epidemic at the Natioanl Rx Summit

Few states have been harder hit by the opioid epidemic than Kentucky. Countless lives have been lost, families have been broken and communities have been ravaged.

That's why University of Kentucky physicians, researchers and academic and administrative leaders joined nearly 3,000 experts from all 50 states at the annual Rx Drug Abuse and Heroin Summit this month in Atlanta, Georgia.

The annual summit is the largest national collaboration of professionals from local, state, and federal agencies, business, academia, treatment providers, and allied communities impacted by prescription drug abuse and heroin use. It was introduced in 2012 under the leadership of Operation UNITE and U.S. Rep. Harold "Hal" Rogers (KY-5th).

Specifically, the purpose of the conference is developing comprehensive strategies and approaches to substance abuse. The need in Kentucky is pronounced. The state's rate of opioid overdose death remains above the national average, with the Centers for Disease Control and Prevention reporting 1,419 Kentucky overdose deaths in 2016.

The University of Kentucky and UK HealthCare are leading the charge in the Commonwealth, and across the nation, to curb rates of overdose, overdose death and infectious diseases associated with injection drug use and to help patients enter recovery.

For example, two programs that aim to accomplish the goals of treatment and prevention were highlighted:

• PATHways/Beyond Birth is a program that assists pregnant women with opioid use disorder (OUD) access obstetric care, treatment for their OUD and support services, from the time they are referred and in the two years following delivery. During a "vision session" at the conference, medical director Dr. Michael Kindred, program director Holly Dye and nurse navigator Nancy Jennings discussed how the program came to be and the direction it will progress in the future.

• The Bluegrass Care Clinic, a program led by Dr. Alice Thornton, chief of the Division of Infectious Disease and medical director of the clinic. Along with Dr. Laura Fanucchi, an associate professor in the UK College of Medicine, Thornton discussed some of the consequences of OUD and the increased rates of injection drug use, such as increased rates of infectious diseases like HIV and Hepatitis C Virus.

The Rx Summit also provided an opportunity for researchers and university leaders to speak directly with federal leaders, who are integral to turning the tide on opioid abuse, prevention of addiction and infectious diseases.

UK Junior Hadeel Abdallah Named Truman Scholar

The University of Kentucky Office of Nationally Competitive Awards recently announced that political science and Arabic and Islamic studiesjunior Hadeel Abdallah, of Lexington, has been named a 2018 Truman Scholar and will receive $30,000 to support her graduate study. Abdallah is the 14th UK student to receive the honor from the Harry S. Truman Scholarship Foundation.

The Truman Scholarships are national awards presented to college juniors who demonstrate outstanding leadership and are devoted to careers in public service. Recipients of the award are required to work in public service at least three of the seven years following completion of their graduate program.

A recipient of both the Chellgren Fellowship and the Gaines Fellowship, Hadeel Abdallah has been very active at UK inside and outside of the classroom. She has previously served as the president of the Muslim

Student Association and as director of inclusion and outreach for the Student Government Association. She was also national outreach director for the Muslim Youth of North America.

In addition, Abdallah demonstrated her interest in working in public service by interning in the Office of the Lexington Vice Mayor and the Washington, D.C., office for U.S. Rep. Shelia Jackson Lee of Texas during her undergraduate years.

With a passion for studying policies that affect refugees and immigrants, Abdallah would like to use her Truman Scholarship to pursue studies in public policy and law earning both a doctoral degree and a juris doctor.
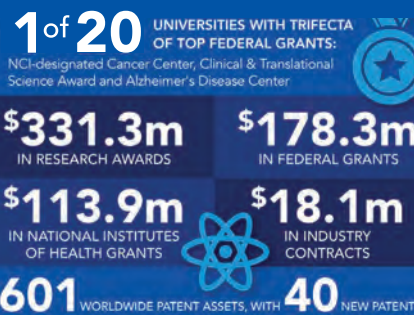
UK Research Yields Impact for Kentucky

How is research at the University of Kentucky transforming tomorrow? The UK Research 2017 Annual Report shares the economic impact of UK research, strategic plan progress, national rankings and innovative federally funded research projects in substance abuse, cancer, diabetes and obesity, cardiovascular diseases, neuroscience and aging, and energy.

In 2017, UK investigators brought in $331.3 million in research awards. Of that total, $178.3 million were federal grants, including $113.9 million from the National Institutes of Health. Industry contracts to UK totaled $18.1 million.

The report features the $265 million multidisciplinary research building that will open in 2018. This new building will house researchers focused on cancer, obesity, diabetes, cardiovascular diseases including stroke, and substance abuse. The approach is to bring together teams of researchers — health care researchers (both basic and clinical), public health, behavioral sciences, agricultural outreach and extension, economics and engineering — to develop solutions to these complex problems.

The economic impact of research at UK reaches across the state, according to "Investing in Innovation: The Impact of Research Funding at the University of Kentucky," a report by the UK Center for Business and Economic Research in the Gatton College of Business and Economics. External research funding to UK, which totaled $274 million in 2016, resulted in $241 million in state taxes; 3,429 jobs across Kentucky; and $511.3 million in statewide production.

1 of 20 UNIVERSITIES WITH TRIFECTA OF TOP FEDERAL GRANTS:
NCI-designated Cancer Center, Clinical & Translational Science Award and Alzheimer's Disease Center

$331.3m IN RESEARCH AWARDS

$178.3m IN FEDERAL GRANTS

$113.9m IN NATIONAL INSTITUTES OF HEALTH GRANTS

$18.1m IN INDUSTRY CONTRACTS

601 WORLDWIDE PATENT ASSETS, WITH **40** NEW PATENTS

University of Kentucky

#seeblue

Dear Friends,

Anyone who has seen the news knows that several big announcements have dominated much of our time this semester. Perhaps the biggest announcement was that Neeli Bendapudi will be the next UofL president, beginning May 15.

Dr. Bendapudi is an excellent choice. Her incredible credentials and accomplishments are truly extraordinary and I look forward to working with her.

Although my 15 months as interim president had many challenges, it was also a deeply gratifying experience. It has been an honor to serve the university and I look forward to this new and exciting chapter.

In other significant developments, we learned in February that the NCAA denied our appeal, which means the men's basketball program must vacate wins, including the 2013 National Championship, and pay a fine. While this ruling was disappointing, the university made its case for overturning penalties as strongly as possible. Now, it is time for us to close this chapter and move forward.

We took a huge step in that direction March 26 with the appointment of Vince Tyra as athletic director and vice president for intercollegiate athletics. A few days later, Chris Mack was named men's basketball coach. Both decisions give us tremendous momentum and were met with great enthusiasm on and off campus.

On the budget side, our team prepared for possible cuts by holding campus forums and looking at a variety of scenarios. We learned in early April that legislators approved a 6.25 percent cut in state funding to public universities. While disappointed, we will work to finalize our budget, which will be presented to our Board of Trustees in May. During this process, other factors and possibilities could still come into play, including the Council on Postsecondary Education's decision on tuition caps and recommendations from our Tuition and Fee Setting Task Force.

Meanwhile, progress is apparent on our campuses. Four major construction projects are expected to be completed by mid-year. They include a renovation of the Student Activities Center, a new classroom building, a football stadium expansion and a downtown pediatric medical office building. Together, these projects represent a significant investment and much-needed construction and infrastructure improvements.

At the same time, we continue to attract first-class faculty and administrators and have filled many positions previously held by interims. When I began in this position, we had 19 interims among our top academic and administrative positions. That number has been reduced significantly.

In other news, we have launched programs aimed at boosting enrollment and graduation rates. These two initiatives are vitally important as part of UofL's ongoing commitment to academic excellence and to build a brighter future for Kentucky through an educated, prepared workforce.

Clearly, we are moving forward as one university and have set the stage for a brighter future.

Gregory C. Postel, MD
Interim President

UOFL NAMES NEELI BENDAPUDI AS ITS 18TH PRESIDENT

The University of Louisville has named Neeli Bendapudi as its next president. She is expected to begin her new role on May 15.

Bendapudi comes to UofL from the University of Kansas, where she spent the past two years as provost and executive vice chancellor. Prior, she served as the Henry D. Price Dean of the School of Business at Kansas since 2011.

Bendapudi was selected after a months-long nationwide search that attracted more than 50 candidates nationwide.

During a press conference, Bendapudi provided a glimpse into her leadership style, stating that she intend to foster a culture of openness and trust – a culture "you will want to protect" – and she hopes to be "incredibly accessible."

BUILDING A HEALTHIER KENTUCKY

Human trafficking. Prescription painkiller abuse. Access to healthcare. Assistance for the elderly. The University of Louisville is doing its part to address these and many other health concerns in Kentucky.

Here are some of our recent milestones toward that goal:

- A federal grant for nearly $2 million will help Kentucky's rural senior citizens live full, healthy lives. Awarded to the University of Louisville Institute for Sustainable Health and Optimal Aging, the funds address the behavioral health of older adults. The grant provides stipends for 88 students over a four-year period in the areas of social work, psychology and psychiatric nursing.

- Students in the UofL School of Dentistry recently provided free dental care to nearly 600 youngsters at elementary schools in the Louisville area. Then initiative was part of the American Dental Association's Give Kids a Smile Day.

- Amid the opioid epidemic, abuse of a different prescription painkiller, gabapentin, has widely gone unnoticed. UofL School of Nursing professor Rachel Vickers Smith is raising awareness about the drug and its potential for abuse. Kentucky is the first state to classify gabapentin as a controlled substance.

- A training component that helps medical school students recognize the signs of human trafficking was explored by a team of researchers from UofL, Harvard University and the University of South Florida. The project uses patient simulation modules incorporated into the third year of medical school.

148 *A UofL dental student provides dental screening for a child.*

WOMEN'S BASKETBALL ADVANCES TO FINAL FOUR

For the UofL women's basketball team, the season was nothing short of spectacular.

Culminating in a March 30 face-off against Mississippi State, the Cardinals lost in overtime but, ultimately, celebrated an incredible season marked by a 36-3 winning record.

Under Coach Jeff Walz, the women's team has advanced to the Final Four three times in the last 11 years. Earlier this year, Walz was named ACC Coach of the Year and guard Asia Durr was named ACC Player of the Year.

In an interview after the game, Walz said, "The progress this team has made has been incredible. It's been a wonderful journey to watch them grow, not only as basketball players, but as people."

Throughout the season, Cardinal fans showed plenty of love for the women's team and turned out in droves for a March 27 send-off to the Final Four.

Enthusiastic fans cheer for guard Asia Durr as she and her teammates head off to the Final Four games.

NEW ONLINE PROGRAMS MEET GROWING DEMAND

UofL is expanding its online education options.

New online degrees in biostatistics, psychology, social work, sociology and women's and gender studies bring the number of available online degree programs to 29.

"The demand for online learning options continues to grow across all areas of study and fields and more adult students gravitate toward online learning methods than ever before," said Gale Rhodes, vice-provost and executive director of the Delphi Center for Teaching and Learning, which has oversight for online programs.

Rhodes also said, "We want to be strategic in aligning our online programs with the growth and needs across industries, not only here in Kentucky but also across the U.S. and even abroad."

The university began offering online degrees in 2001.

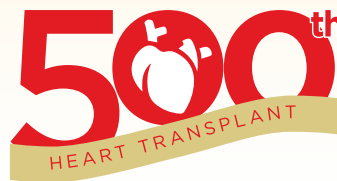*The University of Louisville now has 29 online degree options.*

SNAPSHOT: RAISE RED RAISES THE BAR

Eighteen hours might seem like a long time to dance, but UofL students who took part in RaiseRED, a dance marathon that benefits pediatric research, were undeterred. The dancers raised an astonishing $601,381 at the Feb. 23 event, eclipsing last year's number by nearly $100,000.

Patrick McSweeney, a freshman engineering student who delayed his next cancer treatment in Philadelphia by a week so he could take part in the 18-hour dance marathon, raised $29,000 on his own.

MILESTONE: 500TH HEART TRANSPLANT

The University of Louisville and the Jewish Hospital Trager Transplant Center marked an important milestone February 21 – the 500th heart transplant performed at the hospital since the heart transplant program began there nearly 35 years ago.

"As we end American Heart Month, it's the perfect time to share this wonderful news," said Mark Slaughter, MD, surgical director of heart transplant for University of Louisville Physicians and Jewish Hospital, and professor and chair, Department of Cardiovascular and Thoracic Surgery, UofL School of Medicine.

Slaughter performed the 500th transplant on a 59-year-old man.

The first heart transplant at the hospital, which was also the first heart transplant in Kentucky, took place Aug. 24, 1984, performed by the University of Louisville's Laman Gray Jr., MD.

Dahmer selected as WKU's first Truman Scholar

Andi Dahmer, a WKU junior from Fisherville, has been selected as a 2018 Harry S. Truman Scholar. She will receive $30,000 for graduate school and professional development opportunities to prepare her for a career in public service leadership.

"This achievement is a culmination of the support I have received from so many on my journey," Dahmer said. "I am forever grateful to my family, my friends, the WKU community, the Office of Scholar Development, and my thesis advisor, Dr. Timothy Rich, for always believing in me. As Isaac Newton stated, 'if I have seen further, it is by standing on the shoulders of giants.'"

"What a wonderful affirmation, not only of Andi's scholarship, talent and public service mindset, but of the possibilities available to WKU students," WKU President Timothy C. Caboni said. "We are so proud of Andi and the leadership she has provided, and we know she will represent WKU."

The daughter of Ann Coffey and Steve Dahmer, Dahmer is majoring in Economics, International Affairs, Spanish and Asian Religions & Cultures. A student of both Mandarin Chinese and Spanish, she has studied abroad in seven countries while at WKU. Dahmer is writing a thesis on the diplomatic recognition of Taiwan as it relates to Central America and has co-published three articles related to East Asian studies. She is also a student in the Mahurin Honors College at WKU.

Dahmer is WKU's Student Body President and Student Regent, leadership roles that grew out of her deep involvement in the Student Government Association. Beyond her work for equity and inclusion through campus leadership, she works to engage students in the political process through advocacy with the ONE Campaign, membership in the Hilltopper Organization of Latin American Students, and her leadership in the campus Committee for Diversity and Inclusion. She aspires to a career in Kentucky politics working to mitigate inequality in the Commonwealth. More at https://www.wku.edu/news/index.php?view=article&articleid=6268

WKU wins Hearst photojournalism competition for 24th time in 29 years

WKU has won the Hearst Intercollegiate Photojournalism Competition for the 24th time in the past 29 years. WKU won the Hearst Journalism Awards Program's 2017-2018 photojournalism title with the highest accumulated student points from the two photo competitions and was followed by Ohio University; University of North Carolina at Chapel Hill; University of Missouri; Pennsylvania State University; University of Nebraska-Lincoln; Central Michigan University; San Francisco State University (tie): Syracuse University (tie); Southern Illinois University, Carbondale. WKU's School of Journalism & Broadcasting will receive a $10,000 award. More at https://www.wku.edu/news/index.php?view=article&articleid=6219.

Dr. Deborah Logan Earns Second Fulbright Award

WKU English Professor Deborah Logan has earned a Fulbright Award to help support her sabbatical work in the fall. She previously received a Fulbright in 2012.

Dr. Logan will be completing research for and a draft of *The Women's Press in India, 1860-1940: Imperial Imports and Nationalist Activism*. She will examine how women writers in India developed their own voices in the context of Indian nationalist and independence movements. Additionally, she will collaborate with scholars in India to work towards digitization of periodicals by and for women writers of the late nineteenth and early twentieth centuries. More at https://www.wku.edu/news/index.php?view=article&articleid=6064

Cobane named American Council on Education Fellow

Dr. Craig T. Cobane, Executive Director of the Mahurin Honors College at WKU and the Jacque and John Jarve Endowed Professor, has been named an ACE Fellow for academic year 2018-19.

Established in 1965, the ACE Fellows Program is designed to strengthen institutions and leadership in American higher education by identifying and preparing faculty and staff for senior positions in college and university administration through its distinctive and intensive nominator-driven, cohort-based mentorship model. More at https://www.wku.edu/news/index.php?view=article&articleid=6165

WKU research shows anti-cancer compounds that do not damage cells used in hearing

New research published by WKU researchers in PLOS (Public Library of Science)'s journal, *PLOS ONE*, showed that a set of structurally unique platinum compounds are effective against cancer but do not damage sensory hair cells that are responsible for hearing and are typically harmed by conventional platinum chemotherapy compounds.

Researchers from WKU's Biology and Chemistry departments worked together to see how several novel platinum compounds affected cancer and auditory hair cells. These new compounds bind to DNA differently than FDA-approved platinum chemotherapy compounds like cisplatin, and this could allow them to kill cancer cells without damaging the sensory hair cells used for hearing.

Dr. Kevin Williams (Chemistry) and his students synthesized the platinum compounds and measured their DNA binding efficiency. They then used atomic absorption spectroscopy to determine how efficiently the compounds entered the cells and targeted the nucleus in several cancer cell lines.

Dr. Michael Smith (Biology) and his researchers then measured the effect of the compounds on cancer cell viability. Compounds that were effective against cancer cells were then injected into zebrafish, which have auditory hair cells similar to those found in humans. They were then given hearing tests, and their auditory hair cells were microscopically examined for signs of damage.

The authors believe this could lead to the development of new chemotherapy drugs that can kill cancer without producing auditory and other side-effects associated with traditional platinum-based chemotherapy. Future investigations will consider how these chemicals effect gene transcription and whether any hearing loss they produce is temporary. More at https://www.wku.edu/news/index.php?view=article&articleid=6129

AIKCU GOOD NEWS

The Association of Independent Kentucky Colleges & Universities
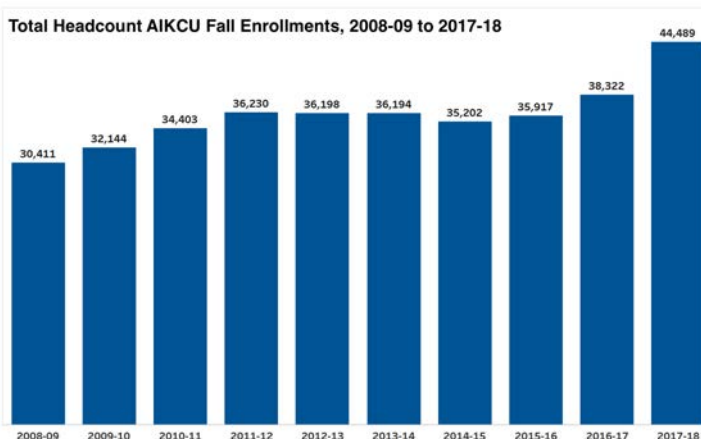
News highlights

Transylvania University
Director of Public Safety Gregg Muravchick (a Project Graduate alumnus) received a national TOP COPS award for his actions during an on-campus attack last year.

Bellarmine University is diversifying its endowment holdings and expanding opportunities in the health sciences through its purchase of the Watterson Medical Center in Louisville.

The **2018 AIKCU Teaching, Learning, and Technology Conference** is June 8. The one day event brings together campus professionals from the areas of information technology, instructional technology and design, pedagogy, and libraries. Learn more at AIKCU.org.

AIKCU VP Mason Dyer, **Bellarmine University** Dir. of IR & IE Drew Thiemann, and **CPE's** David Mahan recently presented together on Kentucky's integration of private colleges into state data systems at a SHEEO convening.

AIKCU fall enrollments grow 15 percent

Total Headcount AIKCU Fall Enrollments, 2008-09 to 2017-18

Year	Enrollment
2008-09	30,411
2009-10	32,144
2010-11	34,403
2011-12	36,230
2012-13	36,198
2013-14	36,194
2014-15	35,202
2015-16	35,917
2016-17	38,322
2017-18	44,489

According to recently released CPE data, 2018 AIKCU fall headcount enrollments grew 15 percent over the previous fall, bringing **total headcount enrollments to 44,489**. In line with recent trends, most of the growth was focused in graduate enrollments at a relatively small number of institutions. Total undergraduate enrollments grew 2.9 percent (including dual credit), while graduate enrollments jumped 48 percent.

236 students attend 33rd annual Spotlight

February's **Spotlight**, the annual collaborative career, internship, and graduate school fair organized by campus career services directors, saw 75 recruiters (50 for-profit, nonprofit, and government employers and 25 graduate programs) connect with 236 students from 11 AIKCU institutions and Hanover College (IN).

Kentucky Commissioner of Education Report

The following is a report from Dr. Wayne D. Lewis, Interim Commissioner of the Kentucky Department of Education.

Interim Commissioner Appointed

On Tuesday, April 17, the Kentucky Board of Education named Dr. Wayne D. Lewis, Jr., the interim commissioner of education. Lewis is a University of Kentucky professor and most recently served as the executive director of educational programs with the Kentucky Cabinet for Education and Workforce Development.

He replaces Stephen Pruitt, who resigned his position through an employment contract amendment with the board effective immediately. Pruitt had served as commissioner of education since October 2015.

Lewis has more than 15 years of experience in public education, serving professionally in public school districts, higher education institutions and state government. He has served as an advisor to the Kentucky Board of Education, the Education & Workforce Secretary's Designee on Kentucky's Early Childhood Advisory Council (ECAC) and chair of Kentucky's Charter Schools Advisory Council. His research, writing and teaching encompass the areas of education policy and politics, human capital and human resources management in education organizations.

"I am incredibly humbled and excited to serve the Commonwealth in this position, and pledge to work every day on behalf of all the students and families across Kentucky, Lewis said. "We need to refocus the conversation on kids and on improving education for them. Our children need to be our number one priority."

Dr. Lewis completed an undergraduate degree in Criminal Justice at Loyola University New Orleans. He earned a master's degree in Urban Studies with a concentration in Public Administration at The University of Akron, and a Ph.D. in Educational Research and Policy Analysis with a cognate in Public Administration at North Carolina State University. He serves on the ministerial team at Wesley United Methodist Church in Lexington and is a member of Phi Beta Sigma Fraternity, Inc. Dr. Lewis is a native of New Orleans, Louisiana, and has called Kentucky his home since 2009. Like Lewis, his wife is an educator. They have a young daughter who is not yet in school.

Profile of a Kentucky High School Graduate

The Kentucky Department of Education (KDE) hosted a meeting with education and business partners from across the Commonwealth in March to begin the development phase of the "Profile of a Kentucky High School Graduate."

The profile is intended to identify the competencies needed for high school graduates to successfully transition to the next step in life, whether that be college, apprenticeship, and/or the workforce.

The Kentucky Board of Education (KBE) promulgates the administrative regulations that guide Kentucky's minimum high school graduation requirements. At its April meeting, the board heard from a representative of the Education Commission of the States about High School Graduation Requirements from across the country. The KBE has begun the review process of our existing requirements and is to determine the new requirements by fall 2018. The new requirements would take effect for the freshman class entering high school in the fall of 2019.

Public Input Critical on Graduation Requirements

To speed the process for developing new graduation requirements, Interim Commissioner Wayne Lewis has decided to streamline the stakeholder engagement process. Instead of Town Hall meetings, as commissioner Pruitt had started, the department will now collect input online through an expanded survey. This will cut down on staff time and expense, and expedite the development process so that schools have ample time to implement the new requirements for the incoming class of freshmen in the fall of 2019.

"It is still critical to get input from parents and others," Lewis said. "But we are already on a tight timetable to develop more meaningful and aligned requirements for graduation, and get them in place. Kentucky students, colleges and the business community cannot wait for another year," he said.

Lewis is encouraging educators, parents, students, business leaders, legislators and community members to provide feedback to some basic survey questions around high school graduation requirements. Go online to access information and the survey.

Academic Standards Update

The committee workgroup for the Historical and Cultural Influences of the Bible standards finalized a draft of the standards which was presented to the Local Superintendents Advisory Council (LSAC) earlier this month. The draft standards went

to the Kentucky Board of Education's Curriculum, Instruction and Assessment Committee for review and first reading at the April meeting.

A subcommittee, comprised of members from both the Advisory Panels (APs) and RDCs, will meet next week to finalize the Health and Physical Education standards. This set of draft standards will be shared with the LSAC for feedback and input at its June meeting.

Additionally, focus groups convened this week to provide feedback on the Computer Science standards. This set of draft standards also will be shared with the LSAC at its June meeting.

Work continues on the revision of Kentucky's Academic Standards per Senate Bill 1 (2017). Members of the Math and ELA Review and Development Committees (RDCs) met earlier this month to prepare the draft standards for the next public comment period. Additionally, members of the Social Studies APs met in late March to begin reviewing feedback collected during the public comment period to inform the vision and direction of future work. The Social Studies RDC met the second week of April to review draft documents informed by the work of the APs along with data collected during the public comment period.

National Assessment of Educational Progress Results

On April 10 the National Center for Education Statistics released results from the 2017 National Assessment of Educational Progress (NAEP) in reading and mathematics.

Every two years, NAEP math and reading tests are given to a representative, random sampling of students in 4th and 8th grades across the country. In Kentucky, about 2 percent of students (12,400) representing 63 percent of districts (111) participated in the 2017 assessments.

In 2017, the average reading scale score for 4th-grade students in Kentucky was 224 – slightly lower than that in 2015 (228), yet higher than for students across the nation (221). The average reading scale score for 8th-grade students in Kentucky was 265 – unchanged from 2015 and the same as the average for students nationwide. The NAEP reading assessment tests students on literary and informational texts. The questions measure students' ability to locate and recall, integrate and interpret, and critique and evaluate.

In 4th-grade mathematics, the average scale score for Kentucky students was 239 – the same as the national average and not significantly different statistically from the 2015 score (242). In 8th-grade mathematics, the average scale score for Kentucky students in 2017 (278) remained unchanged from 2015 and though slightly lower than the average scale score for students in public schools across the nation in 2017 (282), was not significantly different statistically. The mathematics assessment addresses five content areas: number properties and operations; measurement; geometry; data analysis, statistics, and probability; and algebra.

Student performance on NAEP fits into one of four categories: Below Basic, Basic, Proficient or Advanced. In Kentucky, in reading, 70 percent of 4th graders and 75 percent of 8th graders scored at the Basic level or above. In mathematics, 80 percent of 4th graders and 65 percent of 8th graders scored at the Basic level or above.

The Basic level signifies partial mastery of the knowledge and skills that are fundamental for proficient work in a grade and subject. Proficient denotes solid academic performance demonstrating competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills and is not the same as being "on grade level," which refers to student performance based on local standards and curriculum that can vary among school districts. Advanced represents superior performance beyond proficiency.

The data shows performance gaps persist and in some cases widened at both the state and national levels.

Based on what we are seeing, we should be greatly concerned about not making the progress we hoped to make and the large percentages of children scoring in the very lowest achievement categories. Too many of our students are not achieving at levels of proficiency and higher. That lack of progress means we have a lot of work to do. As interim commissioner of education, I and KDE will own student outcomes and expect to be held accountable for our progress.

It is worth noting that in recent years, the state's exclusion rates – the percentage of students with disabilities and English Language Learners excluded from taking the test – dropped. These students typically do not score as high as their peers.

Additional information is available from http://nces.ed.gov/nationsreportcard/.

Committee Appointments

Chair Zimmerman will make appointments to the following committees:

- Council's Executive Committee: This committee consists of the chair, vice chair, and three other members who serve one-year terms. The Executive Committee reviews all agency budget and personnel matters, including an annual audit of the agency, evaluating the president, and performing other activities assigned by the Council.

- CPE Presidential Search Committee: This committee will oversee the search process of a president for the Council on Postsecondary Education including, but not limited to, the duties of identifying and evaluating candidates and making a final recommendation to the full board for approval.

Council on Postsecondary Education
April 27, 2018

Resolutions

Periodically, the Council recognizes certain individuals for their support of and service to postsecondary education in Kentucky. At the meeting, resolutions for the following individuals will be proposed for approval by the Council:

- Dan E. Flanagan, board member of the Council on Postsecondary Education
- Joe Papalia, board member of the Council on Postsecondary Education
- Hilma Prather, representative of Kentucky's public universities on The Kentucky Authority for Educational Television, the governing body for KET
- Stephen Pruitt, Kentucky Commissioner of Education

Kentucky Council on Postsecondary Education

A RESOLUTION HONORING AND COMMENDING

STEPHEN PRUITT

for his service to education in the Commonwealth of Kentucky

WHEREAS, Stephen Pruitt has served on the Council on Postsecondary Education as an ex-officio member since October 2015; and

WHEREAS, as Kentucky's sixth commissioner of education, he led the effort to develop a new accountability system to conform to the Every Student Succeeds Act, with an emphasis on closing achievement gaps; and

WHEREAS, under his leadership, the Kentucky Department of Education was dedicated to three core values—equity, achievement, and integrity; and

WHEREAS, Dr. Pruitt was responsive to his constituency, holding hundreds of town hall meetings and soliciting input from teachers, administrators, the business community, postsecondary educators, parents, and other key stakeholders; and

WHEREAS, Dr. Pruitt was a tireless advocate for college and career readiness, and worked to expand career and technical education and improve alignment between K-12 and postsecondary standards and expectations; and

WHEREAS, prior to his appointment to the Kentucky Department of Education, he served as senior vice president for Achieve, Inc., where he worked with a number of state departments, including Kentucky, on the implementation of the 2013 science standards;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution on April 27, 2018, thanking Stephen Pruitt for his dedication and service, and wishing him continued success and good fortune.

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Sherrill Zimmerman, Chair   Robert L. King, President

Kentucky Council on Postsecondary Education

A RESOLUTION HONORING AND COMMENDING

HILMA S. PRATHER

for her service to postsecondary education in the Commonwealth

WHEREAS, Hilma Prather represented the state universities by serving on the Kentucky Authority for Educational Foundation, the governing board for KET, from 1994 through 2018; and

WHEREAS, Ms. Prather was an active member of the KET, serving as Chair from 2007-2010, and serving on the Executive, Finance, and Strategic Planning committees; and

WHEREAS, through that appointment, she also has served on the national board of directors for the Association of Public Television Stations in Washington D.C. since 2009; and

WHEREAS, Ms. Prather has a long-standing commitment to education in Kentucky, first as an elementary and middle grade teacher; as a principal in the 1970's, 80's and 90's; and then by serving and holding leadership positions on numerous boards including the Kentucky Board of Education from 2002-2006, the Kentucky P-16 Council from 2004-2006, the Governor's School for the Arts from 1998-2002, and the Kentucky Council for Higher Education from 1995-1998; and

WHEREAS, Ms. Prather has been an active board member for the Prichard Committee for Academic Excellence since 2006, and has served as its vice chair for the last ten years; and

WHEREAS, the members of the Council value and respect Ms. Prather's compassion, generosity and public service, and the application of these skills to public higher education;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution, April 27, 2018, thanking Hilma Prather for her dedication and service, and wishing her continued success and good fortune.

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Sherrill Zimmerman, Chair   Robert L. King, President

Kentucky Council on POSTSECONDARY Education

A RESOLUTION HONORING AND COMMENDING

JOSEPH P. PAPALIA

for his service to the Council on Postsecondary Education.

WHEREAS, Joe Papalia served on the Council on Postsecondary Education from July 2016 through March 2017 and January 2018 through April 2018; and

WHEREAS, Mr. Papalia was a valued member of the Council, advocating for the betterment of Kentucky's workforce and citizenry through increased levels of education; and

WHEREAS, Mr. Papalia's experience as an engineer and CEO of Munich Welding and Deposition Technology Innovation provided the Council with insight into the skills and credentials needed by 21st century students to successfully compete in a knowledge-based economy; and

WHEREAS, Mr. Papalia has demonstrated a long-standing commitment to community service, having served on numerous community and professional organizations, including the Young Presidents' Organization; and

WHEREAS, Mr. Papalia has demonstrated his commitment to postsecondary education by dedicating countless hours to the Council on Postsecondary Education, traveling to Frankfort and across the state to participate in meetings and other activities; and

WHEREAS, the members of the Council value and respect his professionalism, fairness, affability, and public service, and the application of these traits to public higher education;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution, April 27, 2018, thanking Joe Papalia for his dedication and service, and wishing him continued success and good fortune.

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Sherrill Zimmerman, Chair   Robert L. King, President

Kentucky Council on
POSTSECONDARY Education

A RESOLUTION HONORING AND COMMENDING

DAN E. FLANAGAN

for his service to the Council on Postsecondary Education

WHEREAS, Dan Flanagan served on the Council on Postsecondary Education from December 30, 2004, through April 17, 2018; and

WHEREAS, Mr. Flanagan was an active member of the Council, serving as Vice Chair from 2006-2010 and 2012-2015, and participating in numerous committees and work groups, including the Executive Committee, the Budget Development Work Group, the Tuition Development Work Group, the Kentucky Lung Cancer Research Governance Board, among others; and

WHEREAS, Mr. Flanagan's background in student affairs at Campbellsville University imbued him with a compassion for students and a commitment to their success, which informed all of his actions as a Council member; and

WHEREAS, the Council has benefited from the skills, experience and relationships Mr. Flanagan gained from leadership positions in the Kentucky Department of Human Services, the Kentucky Department of Agriculture, the Regional Mental Health Agency and the Kentucky Jaycees; and

WHEREAS, Mr. Flanagan has demonstrated a strong commitment to postsecondary education by dedicating countless hours to the Council on Postsecondary Education, traveling to Frankfort and across the state to participate in public forums, meetings, and other activities; and

WHEREAS, the members of the Council value and respect Mr. Flanagan's work ethic, compassion, generosity and public service, and the application of these skills to public higher education;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution, April 27, 2018, thanking Dan Flanagan for his dedication and service, and wishing him continued success and good fortune.

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Sherrill Zimmerman, Chair   Robert L. King, President